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DEVELOPMENT OF KYUAS INCOMING TEACHER MOBILITY AND INTERNATIONAL EVENTS FROM
TEACHERSØPOINT

Bachelor's thesis 2012

ABSTRACT

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Development of KyUas Incoming teacher mobility and international events from teachers' point of view

Bachelor's Thesis

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In today's education environment lifelong learning and international mobility are highly valued. KyUAS has recognized these needs and it has internationalized its operations.

The objective of this thesis is to develop KyUAS incoming teacher mobility and international events from teachers' point of view. Research question of this thesis is following: How can KyUAS incoming teacher mobility and international events be developed to more positive and productive experiences for teachers? Aim of this thesis is to promote internationalization and cooperation.

Research method used in this research is action based. Author participated actively in organization of Baltic Breeze- event. During the process grievances of procedures were perceived, they were mainly related into poor communication inside KyUAS and between KyUAS and partner institutions and compatibility of KyUAS curriculum and visitors field of expertise.

Importance of cooperation and effective communication inside KyUAS and between KyUAS and partnership institutions was recognized during research. For these reason development suggestions given were improving information flow and emphasizing importance of cooperation inside KyUAS and partnership institutions, also proper structuring and clear task division for organizing team was suggested.

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1. INTRODUCTION

This research will be done in favour of Kymenlaakso University of Applied Sciences. Kymenlaakso University of Applied Sciences is higher level of education institution located in Kotka and Kouvola. KyUAS provides education in several fields; culture, social services, health and sports, technology and transport, social sciences and in business and administration. KyUAS has two full-time undergraduate degree programmes taught in English; Design (Bachelor of Culture and Arts) and International Business. KyUAS also has four postgraduate degree programmes taught in English in fields of design, health, business and engineering. (KyUAS. 2012.)

The purpose of this research is to research KyUAS's international events and KyUAS's incoming teacher mobility. Research will be carried out as action research. Author of this research was actively participating in organization of KyUAS international event Baltic Breeze which took place in 19th of March-23rd March 2012.

Research aims to find problems and improvement opportunities in KyUas international events and teacher mobility. Topic related literature will be researched and development suggestions given based on applicable theoretical models found and as in action research's nature based on author's observations.

1.1. PURPOSE OF RESEARCH

Research focuses to study how KyUAS international events from teacher's point of view and teacher mobility and how can these concepts be developed on way that it would respond Ministry of education and culture's aims of teacher and staff exchange. According Ministry of education and culture aims of teacher and staff exchange is to; Encourage lifelong learning and mobility; Improve quality and affectivity of education; Increase equality, social belonging and active citizenship and increase creativity, innovation and entrepreneurship.

Research will be divided in four sections; introduction which will introduce teacher and staff exchange as concept, its aims and focuses.

Context; where benefits of staff and teacher mobility are discussed in more detail and current state of KyUAS staff and teacher mobility.

Research section is divided in three subsections; first subsection is first stage of action research where International Week 26th of September-30th of September 2011 is introduced and observed. Observation bases on survey that KyUAS student carried out during International Week among students and teachers. Results of KyUAS student's survey are reflected and based on reflections second stage of action research starts. Second subsection of research is second stage of action research, in second stage re-planning of Baltic Breeze-event starts, in re-planning process reflections based on KyUAS student's survey are taken into account. In third subsection of research section improvement suggestions are given.

Final part of this thesis will be conclusions where results of this research will be summarized, success of research evaluated and development suggestions given.

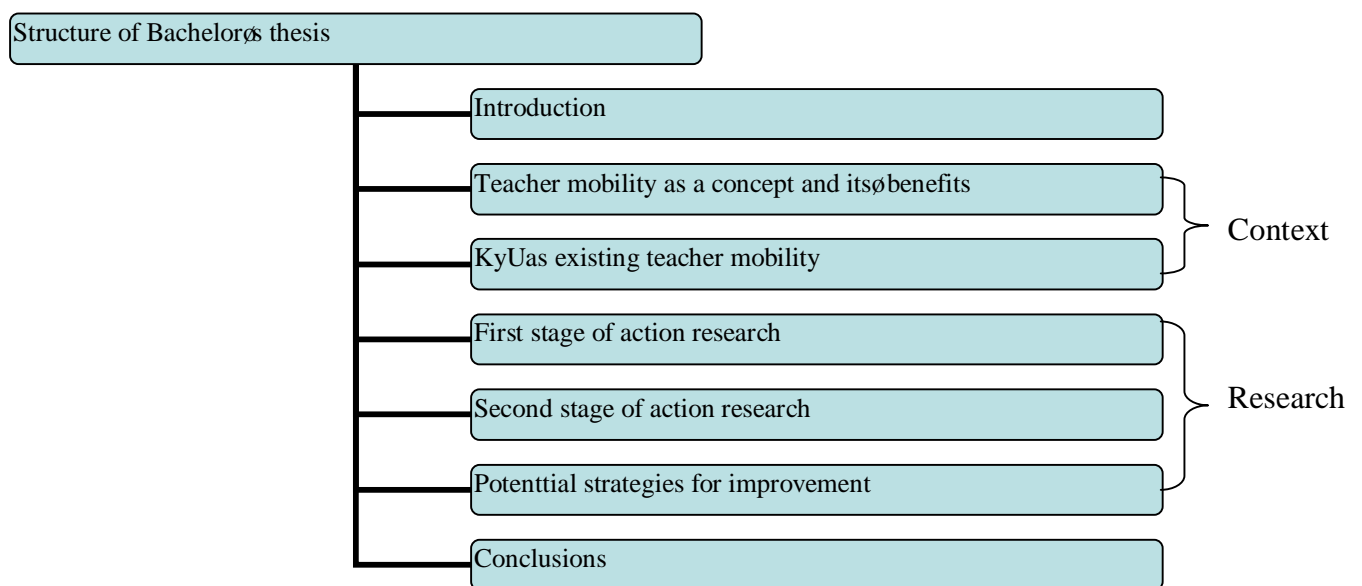


Figure 1: Structure of Bachelor's thesis

1.2. RESEARCH QUESTIONS

The research question of this thesis is following:

- I. How can KyUas incoming teacher mobility and international events be developed to more positive and productive experiences for teachers?
 1. Why it is beneficial to have international events and incoming teachers in KyUas?
 2. Students' attitude towards international events and teacher mobility?
 3. Teachers' attitude towards international events and teacher mobility?
 4. Is exchange program e.g. Erasmus needed in productive mobility operations?
 5. How compatible teaching provided by visiting teachers is with university's own curriculum?

1.3. RESEARCH LIMITATIONS

Research limitations that were faced during this thesis project were:

Reliability of research, since research was carried out as action research reliability cannot be considered valid in equal manner with traditional researches since in traditional research variation in research measures is considered problematic and action research is variation itself. (Heikkinen et al. 1999) Also author was personally involved in research and therefore cannot confirm all the facts to be truth and accurate.

Timeframe of research, even though preparation of event was started well advance final lists of visitors arrived only one week before the event and for that reason some of the organizational issues needed to be rushed and few last minute changes were needed. Also since Baltic Breeze-event took place 19th of March-23rd of March 2012 it gave author very limited time summarize course of events after Baltic Breeze-week to her thesis in order to graduate in spring 2012.

Another criticism may be that author received data collected by KyUAS student during International Week 26th of September-30th of September 2011, since KyUAS student's main focus was on researching international events of KyUAS it could be stated that data did not provide enough detailed information considering teacher mobility.

In order to give comprehensive improvement suggestions author should have collected more information e.g. in form of interviews. Now when amount of appropriate data was limited considering incoming teacher mobility from previous events author was not able to create comprehensive improvement suggestions for Baltic Breeze-week and therefore implementation of new approaches in practice was limited. Author did her contribution to organization of Baltic Breeze-week with guidance of her supervisor and International Office. During the process author was able to do observations and based on them create improvement suggestions; improvement suggestions can be implemented into practice in future events of KyUAS and evaluated after implementation. Evaluation of effectiveness of these implementations could be carried out as action research e.g. after next International Week organized in autumn 2012.

1.4. RESEARCH METHOD

Method that will be used when executing this thesis is action research.

The purpose of this study is not only observation and reporting potential development strategies for KyUAS but actually participate on process and for those reasons action research is the most suitable method of research.

Below can be seen table where Altrichter et al. have described situations where action research is applicable. Altrichter's description of situations where action research is applicable is compatible with situation which is dominant in KyUAS incoming teacher mobility and international event organization for teachers, KyUAS seeks to improve and develop its actions concerning incoming teacher mobility and international events. Since data gathering is during the event organization is done by participants in relation to participants own questions was action research most suitable method for executing this thesis.

Table 1: Working definition of action research (Altrichter et al. 2002, 130)

<p>If yours is a situation in which</p> <ul style="list-style-type: none"> • People reflect on and improve (or develop) their own work and their own situations • By tightly inter-linking their reflection and action; and also making their experience public not only to other participants but also to other persons interested in and concerned about the work and the situation, i.e. their (public) theories and practices of the work and the situation <p>and if yours is a situation in which there is increasingly</p> <ul style="list-style-type: none"> • Data-gathering by participants themselves (or with the help of others) in relation to their own questions. • Participation (in problem-posing and in answering questions) in decision making • Power-sharing and the relative suspension of hierarchical ways of working towards industrial democracy • Collaboration among members of the group as a "critical community" • Self-reflection, self-evaluation and self-management by autonomous and responsible persons and groups • Learning progressively (and publicly) by doing and by making mistakes in a "self-reflective spiral" of planning, acting, observing, reflecting, re-planning, etc. • Reflection which supports the idea of the "(self-)reflective practitioner" <p>then</p> <p>yours is a situation in which action research is occurring</p>

Action research is a wide concept and it has several definitions in literature, none of definitions has so far gained pre-eminence in the field. In this chapter I am going to present some of these definitions in order to create general view of action research-process to reader.

Action research can be roughly divided to two schools of thoughts; to British and Australian. In British school of thought purpose of action research is development of practices. Australian school of thought highlights importance of data forming of society. (Heikkinen et al. 1999, 33).

Kemmis and Wilkinson's definition of action research is *Action research aims to investigate reality in order to change it. At the same time, we might say that, it also aims to help people to change reality in order to investigate it.* (Kemmis & Wilkinson 1998, 21)

Hart and Bond have defined action research as following: *Action research is educative, deals with individuals as members of social groups; is problem focused, context-specific and future-oriented; involves a change intervention; aims at improvement and involvement; involves a cyclic process in which research, action and evaluation are interlinked; is founded on a research relationship in which those involved are participants in the change process.* (Hart & Bond 1995, 37-38) Hart and Bond's definition has few linchpin concepts of action research; intervention and cyclicity of process. Cyclicity is presented in many theories of action research and will be presented more closely in this chapter with illustrative figure 2. of Zuber-Skerritt model.

Cunningham's definition of action research highlights research's practicality. *Action research is a term for describing a spectrum of activities that focus on research, planning, theorizing, learning and development. It describes continuous process of research and learning in the researcher's long term relationship with a problem. This process is as much an act of scientific research as an act of engagement with people experiencing the problem.* (Cunningham 1993, 4)

Below we can see figure 2. Zuber-Skerritt action research spiral. According Zuber-Skerritt when doing action research first step is strategic planning, second step is implementing action, third step is observation, evaluation and self-evaluation, fourth and final step of first cycle is critical and self-critical reflection of the results of previous steps. In second cycle the first step is to create revised plan, revised plan is created according results of first cycle where researcher should be able to learn successful decisions, issues that need improvement as well as failed decisions and

misjudgements of project. Second step of second cycle is action, third step is observation and fourth and final step of second cycle is reflection. There is no limitation to cycles that can follow each other.

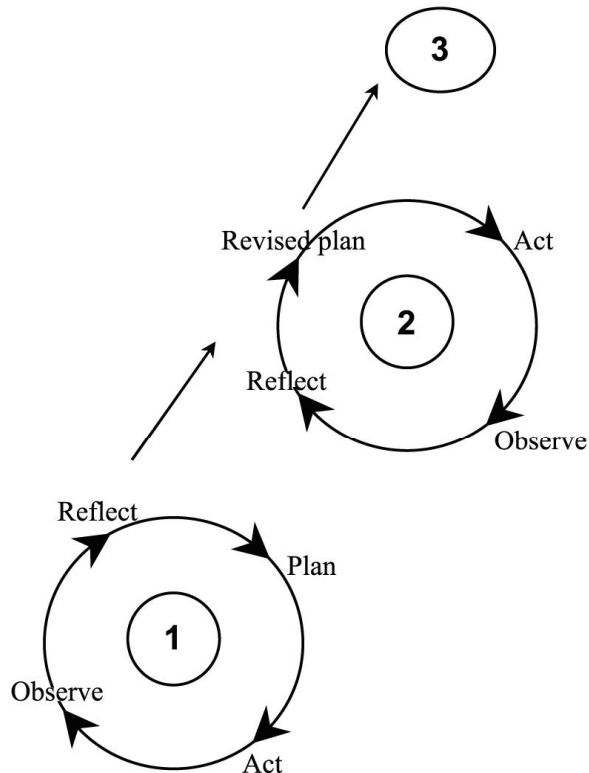


Figure 2. Spiral of action research cycle (Zuber-Skerritt 2001, 15)

Validity of research refers to fact how well research result correlates with reality. Reliability refers to fact can research be repeated with similar manor, and will the result remain same or will there be significant fluctuations. Reliability aims to reveal has some random variable effected to research result; random variables needs to be controlled in order to repeat the research. If research is repeated and result remains the same result can be considered to be valid.(Heikkinen et al. 1999)

Application of concepts reliability and validity to action research is complicated. Application of reliability is especially complicated since concept of reliability aims to eliminate all variables from research and action research is a variable itself. One a way it could be stated that action research bases on intervention of variable, since action research aims to get involved with research subject and develop it by itsø actions.

Validity bases on thought that there exists subject & researcher who represents argument of reality & object. In this scenario truth is solved by traditional correspondence theory, if argument is truth is it responds the state of reality.

In action research data's time, place and history related features are highlighted. Data gained by intervention is valid in that time and place where it was gained. (Heikkinen et al. 1999. 113-114.)

2. TEACHER MOBILITY AS CONCEPT

In ideal situation mobility of teachers and staff of universities can improve international knowledge, increase information flow, experience sharing and improve quality of teaching. If exchange is successful beneficial effects should noticeable in both in sending and receiving organizations. (Riitaoja. 2007.)

According European Union's Culture and Education Policy Department B Structural and Cohesion Policies study mobility programmes in European Union are increasing teachers' motivation towards teaching; teachers get first hand experiences of other culture and teaching methods and bring them back to their students. Improving pedagogic skills; mobility decreases teachers' scepticism of foreign cultures and alternative teaching methods. Mobility programs are also considered to improve teachers' linguistic skills, increasing openness to Europe, improvement in key competences and innovation. (Policy Department B Structural and Cohesion Policies. 2008, 5)

Teacher mobility is part of organization's international actions but difference between concepts of international actions and internationalization needs to be understood. Organization can have unplanned international actions based on staffs international contacts and interests but organization can be considered as internationalized when internationalization is recognized as organizations standard of activity. (Riitaoja. 2007.)

International mobility of teachers is important form of organizations international actions. Experience and knowledge that teachers gain during international exchange supports internationalization of organization as well as vice versa; when foreign teachers visit organization it is possible for organization learn from visitors.

According Koivula (2003) concept of effectiveness is related into concept of quality and it can be observed from five different perspectives; exceptional, flawlessness or smoothens, adapted for purpose, get money's worth or as a change. Most relevant definitions of quality for this research are quality's adaptation for purpose and change. From quality's point of view adaptation for purpose is defined by how well product, service or function responds to its given or assumed purpose. What is considered adaptation for purpose can vary when time passes by or be depends on definer. (Koivula 2003.) Definition of adaptation for purpose can be criticized due to the fact that fulfilment of expectations does not necessarily guarantee quality. For example expectations can be too low or expectations can be also in contradiction with adaptation for purpose and in this case benefits experienced in adaptation for purpose can be very impractical. (Nurmi et al. 2000)

Change of quality is in context with effectiveness since if certain project has been carried out effectively it is likely to create positive change among interest groups. (Riitaoja. 2007.)

KyUAS is participating in several international programs; ERASMUS, FIRST and NORDPLUS. Involvement of exchange programs gives processes needed monetary and organizational support as well as knowhow but also sets certain obligations and demands for exchange period.

If teacher exchange is carried out without exchange programs there is less organizational support and it is more difficult to find funding for the process and usually Universities have to pay all costs of exchange.

Although if host and sending universities are cooperating efficiently exchange experience can be productive. When exchange programs are not involved in exchange process is process freer. Teachers do not have teaching quotas but they can

participate e.g. in workshops or concentrate on creating relations in administrative level and through that develop universities cooperation.

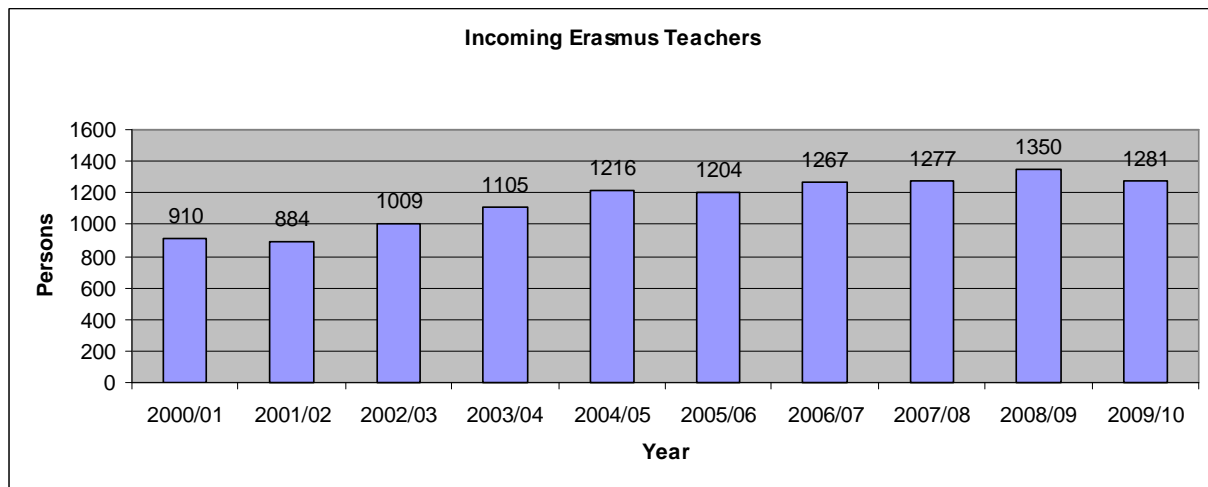
2.1. ERASMUS-PROGRAM

Erasmus teacher-exchange bases on cooperation agreements between universities. Universities can also invite representatives of foreign companies to Erasmus teacher exchange. If visiting lecturer is coming from company cooperation agreement is not needed but all visits needs to be agreed by both parties at each time. When company representatives are invited to Erasmus teacher exchange is grant paid by university. Requirements in Erasmus teacher-exchange are that visit can last 6 weeks at maximum, teacher must give 5 lectures, and lectures must be related into Host University's curriculum and a work plan where content and targets of visit may be seen. Teacher who leaves to exchange is chosen by sending university.

Below in "Chart 1 Incoming Erasmus Teachers" can be seen development of amount of incoming Erasmus teachers to Finland in years 2000-2010. From chart can be seen that amount of incoming teachers has been growing steadily, although there has been small fluctuations but general trend is towards positive. Also durations of teachers stay has been growing, in year 2007-2008 average duration of stay was 5, 6 days, in 2008-2009 6, 4 days and in 2009-2010 6, 5.

Average grants have been fluctuating and clear trend cannot be determined. In year 2007-2008 average grant was 505€, in 2008-2009 443, 20€ and in 2009-2010 484€. (Education and Culture DG. Lifelong Learning. FI-Finland Programme)

Figure 3 Incoming Erasmus Teachers (Education and Culture DG. Lifelong Learning. FI-Finland Programme)



In order to participate on Erasmus-projects universities needs to have *Erasmus University Charter*. Erasmus University Charter is applied from European Commission. When university receives this Erasmus University Charter it commits to Erasmus principles and rules. (Erasmus University Charter. CIMO)

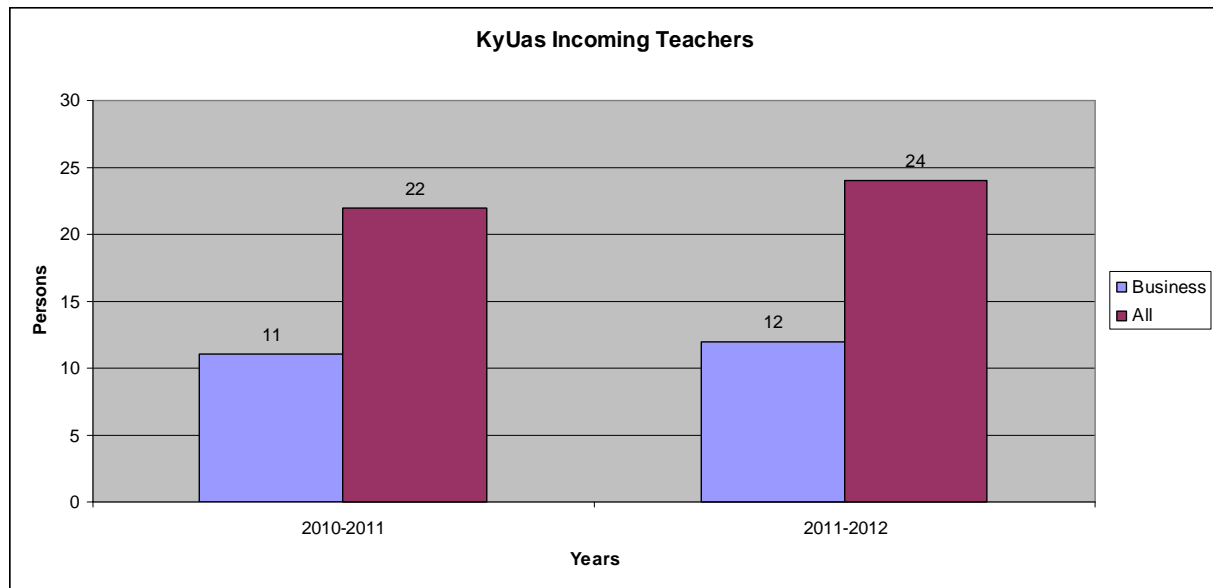
The objectives of the Erasmus Teaching Assignments are:

- To allow students who are not able to participate in a mobility scheme, to benefit from the knowledge and expertise of academic staff from higher education institutions in other European countries.
- To promote exchange of expertise and experience on pedagogical methods.
- To encourage higher education institutions to broaden and enrich the range and content of courses they offer.

(Lifelong Learning programme-Erasmus actions. European Commission)

Below can be seen development of incoming teachers to KyUas, chart describes all incoming teachersø not just teachers who belong to Erasmus-program. Blue bars describes amount of incoming business teachers and purple bars describes amount of all incoming teachers. In comparison to Chart 1 which illustrated development of incoming Erasmus teachers to Finland, it can be noticed that similar trend of development is dominant also in development of KyUas incoming teachers. Amount of incoming teachers is increasing steadily as well in KyUas incoming teachers.

Figure 4: KyUas Incoming Teachers (KyUas internal material)



2.2. FIRST-PROGRAM

In all KyUas international events Russians are eager participants. For example in Baltic Breeze-event 8 of 11 participating teachers were from Russia. Russia is raising economy and will be significant player in world's economy in future, Russia is also important trade partner of Finland and employers wish to have employees that understand Russian business culture, language and have good contacts to Russia. If KyUas wants to offer to its students education that would support their Russian knowledge and e.g. more efficient student exchange to Russia it is important that KyUas will develop its Russian relations in administrative level e.g. staff and teacher exchange.

KyUas has recognized existing need for creation of good connections to Russia and has joined into Finnish Russian Student and Teacher Exchange program (FIRST) organized by Centre for International Mobility (CIMO). CIMO is independent agency under the Finnish ministry of education and culture. Funding of FIRST-program is provided by the Finnish ministry of education and culture.

Aim of FIRST-program is to: *Promote partnership and bilateral mobility of students and teachers between north-western Russia and Finland. The purpose of the programme is to strengthen existing co-operation between institutions of higher education, to create new contacts and to aim at balanced mobility between Finland and Russia. In addition the programme supports joint intensive courses.* (Mapping Higher Education)

FIRST-program functions similarly with Erasmus-program; like Erasmus-program FIRST-program provides as well funding for student and teacher exchange as well as for intensive courses.

2.3. NORDPLUS-PROGRAM

KyUas is also participating in Nordplus higher education-program. Aim of Nordplus program is to; strengthening and developing Nordic educational cooperation and contributing in establishment of Nordic-Baltic educational region. (Nordplus)

Nordplus program provides mobility funding for students and teachers and for intensive courses. objectives of Nordplus-program are ; *To link higher education institutions (HEIs) in the participating countries, private as well as public, offering recognised tertiary level qualifications, establishing networks for exchanging and disseminating experiences, best practices and innovative results.*

To contribute to cooperation between HEIs and other institutions or organisations involved in or having vested interests in the area of higher education.

To contribute to cooperation between HEIs and the labour market. (Nordplus)

Funding for Nordplus-program is provided by Nordic Council of Ministers.

North-South-South-program started as a pilot in 2004. In 2010-2012 program started its third programme phase.

3. FIRST STAGE OF ACTION RESEARCH

After International Week 26 of September-30th of September 2011 questionnaire was carried out by KyUAS student among teachers and students. There were separate questionnaires for both groups.

In this first stage of action research author is going to analyse results of KyUAS student's survey. After analysis is author going to reflect findings of survey in re-planning of Baltic Breeze event.

3.1. RESULTS OF STUDENTS' QUESTIONNAIRE

The purpose of this section is to clarify students' attitude towards KyUAS international events and incoming teachers.

3.1.1. BACKGROUND OF RESPONDENTS

All together there was 32 respondents 22 (69%) of them were females and 10 (31%) of them were males.

30 of them had stated their country of origin. 10 (33%) of respondents were from Finland, 9 (30%) from Russia, 2 (7%) from Baltic countries, 4 (13%) from Africa, 3 (10%) from rest of the Europe, 1 (3%) from America and 1 (3%) from Australia.

All the respondents were doing their studies in English.

3.1.2. FIRST SECTION OF STUDENTS' QUESTIONNAIRE

In first section of questionnaire respondent were asked to state their opinion about different statements in scale 1-4 where 1 indicated that respondent did totally disagree with statement and 4 indicated that respondent did totally agree with the statement. Each statement will be analysed in this chapter.

“The decorating stands representing nations are diversified and interesting”. Majority of respondents (63%) stated that they totally agree with the statement. Average grade for decorations was 3, 5 which indicates that in general students were pleased to have decorated stands and they were satisfied with their quality although there still is room for improvement.

“A bigger place than the second floor like a restaurant is needed for next time to gather in such event as the Food Tasting”. In this statement majority of respondents (47%) did totally agree with the statement and the average grade for the statement was 3, 25. Results of this statement clearly indicates that if similar events are being organized in the future bigger premises are needed or at least different set up, e.g. arranging tables and chairs on different manor.

“There should be more decorations covering all over the university. (Including three floors of the Business Campus, the middle part of Amica canteen, etc.)”. This statement did cause more diversity in respondents’ answers than the previous questions 11 respondents chose option 3 “somewhat agree” when 10 respondents chose “totally agree” as well as 10 respondents chose 2 “somewhat disagree”. Average grade for this statement was 3. Even though there was diversity in the answers majority of respondents did “somewhat agree” or “totally agree” with the statement which indicates that in future events students would wish to have more decorations.

“There should be more supportive technical equipments like projectors and laptops to show and play countries’ presentations and music everywhere (Including three floors of the Business Campus, the middle part of Amica canteen, etc.)”. Majority of respondents (41%) did “totally agree” with the statement and average grade for this statement was 3, 8. From this statement we can conclude that students do like the countries’ presentations and music and they would like to have more of them. Although we need to notice that if these kinds of presentation and music stands are organized in future events that proper technical support needs to be organized and all legal aspects need to be taken account e.g. copyright of the music played.

“Food tasting on Monday 26th of September was great and unforgettable”. Majority on respondents (53%) did totally agree with the statement and the average grade was 3, 18. Conclusion for this statement is that food tasting was generally liked event. In statement 2 it was asked that do students think that bigger premises for food tasting are needed. Majority of respondents did agree, so we can assume that if event would be organized in bigger premises even higher amount of respondents would think that event is pleasant.

“The foods in the Food Tasting event were delicious but should be labelled with more information on ingredients and methods to prepare”. In this statement majority of respondents (38%) did again totally agree with the statement and average grade was 3, 06, in this statement none of the respondents did totally disagree with the statement. Conclusion for this statement is that labelling and preparation instructions are desired by the students. This is problem is relatively easy to solve, when students start to organize food tasting event, event manager needs to give specific instructions that at least labelling of the products is mandatory for safety reasons e.g. if someone has food allergies. Receipts could be considered as recommendable.

“I tasted and enjoyed the International Foods at Amica during the week”. This statement did cause a lot of controversy among respondents’ answers. 22% did totally disagree, 22% did somewhat disagree, 25% did somewhat agree and 31% did totally agree with the statement and the average grade for the statement was 2, 65. Analysing this statement is bit difficult since we cannot be sure that have all respondents who totally disagreed with the statement eaten at Amica during International Week and they are totally disagreeing of the quality of the food or are they disagreeing with the statement “I tasted”. If we assume that all respondents have eaten at Amica during the week we can notice that there is plenty of room for improvement, even though average grade for the food was positive. When thinking improvement possibilities we also need to consider limitations that Amica cafeteria has in preparation e.g. money, time resources, special diets, etc. After considering these we need to evaluate is it actually good thing to have International Foods at Amica or should there be e.g. more effort put in Food Tasting event?

“It is good to have International Food at Amica”. What respondents have answered into this is on away in controversy with the previous statement. In previous

statement 44% of respondents stated that they somewhat disagree or totally disagree that they have tasted and enjoyed of the food of the Amica during International Week and in this statement they state that they wish to have international food at Amica. On the other hand we can interpret these statements on away that students wish to have international food but they wish food's quality would be better. One way to solve this problem would be that before this kind of event there would be "food election". Instead of students suggesting expensive cuisines Amica staff could nominate 10 international foods that they would have resources to prepare. Nomination would be done well advance, approximately 6 months before the event, students could vote their favourites for one week and top 5 would be selected to be served during the week.

"More small souvenirs are expected to be turned up on each country's stands". In this statement majority of respondents (46, 88%) did somewhat agree with the statement and average grade was 2, 99. This indicates that students would wish to have more souvenirs to see and through them to understand country's culture more deeply although we need to notice that there are few practical issues to be taken in consideration. E.g. students do not have any souvenirs to bring or students do not want to bring their personal possessions in case they get stolen. One solution to this problem could be that pictures of souvenirs could be included into PowerPoint shows that are presenting countries.

"The advertisement tools for the Week should be extended through not only Facebook, Insider magazine, emails, etc. but also leaflets and word-of-mouth and through teachers in the beginning of the lessons". In this statement majority of respondents (47%) did totally agree with the statement and the average grade for the statement was 3, 28. This statement indicates that students feel that they do not have enough information about event and they wish that advertisement would be extended to methods mentioned in the statement. In order to make events even more appealing to students it would be good also highlight more in advertisement the fact that all students are able to gain study credits from visiting teachers lectures. Although it needs to be noticed that word of mouth was used in marketing of International Week, so it could be concluded from this statement that students wish to have more "aggressive" advertisement, basically marketing needs to be converted to be more intense.

• Advertisings for the Week should be in both English and Finnish. Again in this statement majority of respondents (75%) did totally agree with the statement and average grade for the statement was 3, 56. This indicates that students wish that advertisement of event would be in both languages.

• Locals should be invited to at least the Food Tasting event for promoting university's international environment. In this statement majority of respondents (41%) chose somewhat agree with the statement and the average grade for the statement was 2, 93. Results of respondents' answers to statement indicate that they have positive attitude towards idea but they are not overly excited about it. Reasons for this could be; that as already mentioned before in the report that when Food Tasting event was organized during International Week 26.9.-30.9.2011 in University's second floor and it was very crowded, this could be one reason for that students do not want to invite anymore guest to the event. Although we need to notice that majority of respondents do see this as good promotional tool and it should be considered should e.g. seniors of high school be invited to event in order to attract future students or e.g. representatives of local companies to meet their potential future employees.

• The country quiz on Tuesday (27.9.2011) should specify its detail time on Week's schedule and it needs more advertisement. In this statement majority (52%) of respondents did totally agree with the statement and average grade was 3, 35. From results of this statement we can clearly see that students would have wished more specific information of quiz and if quizzes are organized in future events they need to be planned and executed on away that anyone who wishes to participate is able to do that. E.g. quiz should have stand together with country stands where students could fill in quiz tickets and in the end of the week all who's tickets have correct answers will participate in lottery where winner will be chosen, on this way participation on competition will not be so tied down to time and place and through this change hopefully as many students as possible will be able to participate.

• Normal teaching hours should be cancelled during the visiting lectures. In this statement majority of respondents (48%) did totally agree with the statement and average grade for the statement was 3, 09. This clearly indicates that students would

wish that normal lectures would be cancelled. When we in the next chapter analyze teachers' answers to statements we can notice that their approach to this matter is all most vice versa. We can assume that probably few of the students who replied to this survey would actually use the time that cancellation of normal lectures would give to attending on visiting teachers lectures but probably majority's driving force behind answer is wish to have more free time. After analysing these facts we can come to conclusion that it is not recommendable to cancel normal teaching hours or normal teaching hours can be cancelled with the clause that it is mandatory for the students to attend in visiting teachers lecture.

• A large blank panel should be put on the wall to let people draw their own culture's model. In this statement majority of respondents (53%) did somewhat agree with the statement, average grade for the statement was 3, 15 and none of the respondents did not totally disagree with statement. From this we can see that this kind of panel would be welcomed to similar kind of events, although when organizing panel one needs to consider where it is placed? Is everyone entitled to draw on it or only each country's team? Is University going to serve the tools or should students bring them by themselves? Should this panel be done during the event or before it? And is there any size/topic limitations? Since culture model is relatively wide topic as such.

• Verla museum visit on Tuesday (27.9.2011) was great and unforgettable. Majority of respondent (47%) did somewhat agree with the statement and average grade for the statement was 2, 86. results of respondents answers in this statement indicates that visit to Verla museum as such is positive experience although we can notice that there is room for improvement. Since there were no questions that would have specified students' thoughts about visit we cannot, without additional research, state how event could be modified so that it would become even more pleasant experience, although author was able to get some insights from one teacher who participated on event. According teacher more free time would have needed at Verla to enjoy the environment and weather as well as students would have needed to be informed that they should bring their own snacks with them. Also in future events it could be considered would some other location be more appealing. There could be survey carried out among students where students may suggest locations to be visited in case they find some other location more interesting. Also timing, transportation and dining issues could be discussed in survey.

öKouvola sightseeing visit on Tuesday (27th of September 2011) was great and unforgettableö. In this statement there was high distribution on respondents' answers. 17% did totally disagree with the statement, 27% did somewhat disagree, 37% did somewhat agree and 20% did totally agree with the statement. Average grade for the statement was 2, 6. Despite the high distribution again general trend was towards positive experience although we can again state that there is room for improvement. One option could be that instead of having bus tour around Kouvola combined to Verla visit, Kouvola sightseeing could be individual event and it could be carried out by feet. Since central of Kouvola is very small and majority of shops, cafes, restaurants and bars are located on walking street Manski it would be more convenient to by feet e.g. with lead of tutors. Although it needs to be noticed that in September students have lived and studied in Kouvola approximately one month so they probably are very familiar with Kouvola and therefore it needs to be evaluated that is this city tour either by bus or by feet needed at all.

öOutdoor Games activity on Wednesday (28th of September 2011) was enjoyable and memorableö. Majority of respondents (48%) did somewhat agree with the statement and average grade for the statement was 2, 64. According the results we can state that general experience was positive but improvement possibilities do exist. As in statement 17 also in this statement it is difficult to suggest any specific improvement tools since statement does not have any additional questions where respondents could specify their dislikes but when organizing outdoor games it is important to take care that every activity can be executed on convenient way. E.g. that each activity has instructor or very clear instructions how it should be done, each activity should be easy enough for anyone to try basically no special skills needed, games should be able to be played if only few participants as well as if many participants, equipment needed to play games should be purchased well advance by organizers and weather changes should be taken into account.

öCampus walking tour on Wednesday (28th of September 2011) was enjoyable and memorableö. In this statement majority of respondents (40%) did somewhat disagree with the statement. Average grade for statement was 2, 46 which indicates that despite fact that majority of respondents did somewhat disagree is general trend still towards positive. Since all respondents of this survey are degree- or exchange

students in KyUas we can assume that visitors who participated Campus walking tour might have experienced it as more interesting event since they do not know premises as well as students does. Although we need to notice that students of university did think that walking tour was positive experience which indicates that tour has been well organized and it had had some deep insights into schools premises, history, etc.

“Latupirtti International Evening in Valkeala on Thursday (29th of September 2011) was great and unforgettable” In this statement 33% respondents did totally agree and 33% did somewhat agree, 20% did somewhat disagree and 13% totally disagree. Average grade for the event was 2, 86. Again we can state that general trend of the respondents’ perceptions was positive but we can also notice that there is room for improvement. As in statements 17 and 18 it is difficult to analyse how event could be improved since statement does not have any additional questions where respondents would have been able to specify their dislikes of the event. In general level we could assume that information flow should be improved that students that wish to participate into event could have the information early enough that they are able to organize their schedules on manner that allows them to participate.

“Flamenco Dancing Workshop on Tuesday (27th of September 2011) and Friday (30th of September 2011) was awesome and memorable”. Majority of respondents (43%) did somewhat agree with the statement and average grade for the statement was 2, 5. Results indicate that students experienced Flamenco Dancing Workshops interesting and pleasant events. It can be assumed that if it will be possible to organize Flamenco Workshops in future events they would be warmly welcomed by the students. Although we need to notice that 32% of respondents were totally disagreeing or somewhat disagreeing with the statement, so before organizing next flamenco workshop it could be reasonable to find out what was disappointment of respondents related e.g. too small premises, no partner to dance with, they did not like the quality of teaching, etc.

“I cooperated and had a great chance to explore thoroughly different cultures during the Week”. Majority of respondents (40%) did somewhat agree with the statement and the average grade for the statement was 3. From this statement one can conclude

that students experienced International Week as a great opportunity to study foreign cultures and they saw themselves actively participating at the week.

3.1.3. SECOND SECTION OF STUDENTS' QUESTIONNAIRE

In second section respondents were asked to answer statement 'I looked at the PowerPoint presentations from different countries' on scale occasionally, sometimes, often and always. 40, 63% stated occasionally, 41% stated sometimes, 13% stated often and 6% told that they watched presentations always.

From the results of this statement it can be concluded that students were not that interested on countries presentations or they did not have the spare time to use on watch presentations. It is clear that some modifications are needed in future PowerPoint presentations in order to make them more appealing for the students. Although it is difficult to define what kind of modifications are needed since statement did not have any additional questions for why presentations did not attract students' attention.

3.1.4. THIRD SECTION OF STUDENTS' QUESTIONNAIRE

In third section respondents were asked to answer statement 'It is good to have music from different nations during the International Week at:' Students had four options: second floor of Business Campus, Kasarminmäki Restaurant, Paja and Kasarminmäki reception. Majority of respondents (50%) would like to have music at Kasarminmäki restaurant. None of the respondents would like to have music at Paja, 34% would like to have music at second floor of Business Campus and 16% would like to have music at Kasarminmäki reception.

When evaluating results of this statement one needs to notice that respondents could not choose multiple options and they did not have the option 'no music at all' so result can be considered as directional not as absolute truths. Despite results directionality strong majority wished to have music at Kasarminmäki restaurant so in future events it could be recommendable to have theme music's played in Kasarminmäki restaurant in order to improve general cosiness.

3.1.5. FOURTH SECTION OF STUDENTS' QUESTIONNAIRE

In fourth section of questionnaire respondents were asked to answer statement "How many provided events (lectures, sport events, food tastings, etc.) you did contribute during the International Week?" Scale was 0-3, 4-6, 7 or more. 50% of respondents stated that they participated in 0-3 events, 44% stated that they participated in 4-6 event and 6% stated that they participated in 7 or more events. From respondents answer one can see that students have participated relatively actively in events provided during the week which indicates that events provided have been interesting and in future event similar kind of activities should be provided although some of them need improvement.

3.1.6. FIFTH SECTION STUDENTS' QUESTIONNAIRE

In fifth section respondents were asked to answer statement "In my opinion International Week is" In scale given respondents had different statements and they could choose multiple of them. First statement was "International Week is functional concept and should be organized again" 81% of respondents did agree with statement.

Second statement was "International Week is nice idea but needs to be formatted into more appealing form for students". 52% of respondents did agree with this statement.

Third statement was "International Week is, I was too intimidated to contribute because lack of my English skills." 3% agreed with this statement which is actually only one respondent. From this we can conclude that language is not that much an issue for potential participants and results of this statement highlight even more the second statement "International week is nice idea but needs to be formatted into more appealing form for students".

Fourth statement was "International Week is; I did not contribute because I do not actually care." 6% of respondents agreed with this statement which is 2 respondents. As respondents stated in second statement that event needs to be converted into

more appealing form for the students, if conversion can be done successfully one can assume that it could be possible that also this 6% would contribute to the event if they would experience it more appealing for them.

Fifth statement was "International Week is; I thought that lectures were good but plays and games childish." 13% of respondents did agree with this statement. Amount of respondents who did agree with this statement is alarmingly low, although when analysing result need to be noticed that form of statement is not specific; did 13% think that games were childish or did they think lectures were good or did they agree with both statements. If assumed that they thought that lectures were good it is clear that severe compatibility issues exists between KyUas curriculum and topics that visiting teachers can supply.

Sixth statement was "International Week is; I liked plays and games but lectures were boring." 16% of respondents agreed with this statement.

Seventh statement was "International Week is; I would have participated but I got the schedule too late." 35% of respondents did agree with the statement. In first section 10th statement respondents were clearly stating that they would wish that more channels would be used in advertisement of the event. From these results it can be stated that it would be beneficial for the event that marketing activities would be extended to channels suggested e.g. leaflets, word-of-mouth, teachers, etc. and that marketing of event would start earlier.

Eight statement was "International Week is; I do not see why it would be beneficial for me to participate." 3% of respondents did agree with this statement which is one respondent. As already mentioned in this report some modifications to event that would make it more appealing could increase amount of interested participants.

3.1.7. SIXTH SECTION OF STUDENTS' QUESTIONNAIRE

In sixth section in was asked "Overall, did the whole week create a good impression and unforgettable memories?" 88% of students did agree with the statement when

13% did disagree. These results indicate that clear majority of respondents did think that event was successful.

3.1.8. SEVENTH SECTION OF STUDENTS' QUESTIONNAIRE

In seventh section the statement was "Would you recommend this event to your friends and other colleagues?" In this statement 97% of students stated that they would recommend this event to their friends and colleagues and 3% stated that they would not recommend this event to their friends and colleagues.

3.2. RESULTS OF TEACHERS' QUESTIONNAIRE

The purpose of following section is to clarify KyUas teachers' attitudes towards KyUas international events and incoming teachers.

3.2.1. BACKGROUND OF RESPONDENTS

Altogether twelve teachers responded into this survey. Eighth of the respondents were females and four males.

Two of the respondents had Bachelor's degree and ten of them had Master's degree. Nine of the respondents were originally from Finland, one from Nordic countries and two of them were from rest of the Europe.

Eleven of the respondents were full-time employed and one of them was part-time employed.

3.2.2. FIRST SECTION TEACHERS' QUESTIONNAIRE

In first section of questionnaire respondent were asked to state their opinion about different statements in scale 1-4 where 1 indicated that respondent did totally

disagree with statement and 4 indicated that respondent did totally agree with the statement. Each statement will be analysed in this chapter.

“The decorating stands representing nations are diversified and interesting.” Majority of respondents (58%) did somewhat agree with the statement, 33% did totally agree with statement and 8% did somewhat disagree with the statement when no one did totally disagree with the statement. When we compare results of teachers and students responds of this first statement we can notice that students had more positive perceptions towards country stands. 63% of students stated that they totally agreed with the statement.

“A bigger place than the second floor like a restaurant is needed for next time to gather in such event as Food Tasting.” Again majority of teachers (42%) did somewhat agree with the statement. 33% did somewhat disagree, 17% did totally agree and 8% did totally disagree. If we compare teachers answers to students answers we can notice that students felt need for bigger space was more urgent since 47% of students stated that they totally agree with the statement.

“There should be more decorations covering all over the university (including three floors of the Business Campus, the middle part of Amica canteen, etc.)” In this statement majority of teachers (33%) did totally agree with this statement. 25% of respondents did somewhat agree as well as 25% did somewhat disagree and 17% did totally disagree with this statement. Again there was variation between teachers and students responds. In this statement majority of students (34%) did somewhat agree with the statement.

“There should be more supportive technical equipments like projectors and laptops to show and play countriesø presentations and music everywhere (including three floors of the Business Campus, the middle part of Amica canteen, etc.)” Majority of respondents did agree with this statement, altogether 67% had agree with this statement (33% somewhat agree and 33% totally agree). When only 8% did totally disagree and 25% somewhat disagree. Both teachers and students answers to this statement indicate that there definitely exists demand for music in this kind of events. In future when this kind of event will be organized enough equipment will be needed in order to play the music, although as already mentioned in chapter

where students' responses to this statement were analysed that also all legal aspects related to playing music needs to be taken account e.g. copyright.

“The food tasting on Monday evening (26.9.2011) was great and unforgettable. In this statement none of the respondents did totally disagree nor they did somewhat disagree. 50% of respondents did somewhat agree and 50% of respondents did totally agree with this statement. When we compare these results to students' responses we can notice that teachers had more positive experience from food tasting than students, although general trend among students as well was positive.

“The foods in Food Tasting event were delicious but should be labelled with more information on ingredients and methods to make. In this statement there was quite a lot of variation between respondents' answers. Although slight majority (36%) did somewhat agree with the statement. 27% did totally agree and 18% did totally disagree as well as 18% did somewhat disagree with the statement. If we compare results with students' responses we can notice that trend is similar, although we need to notice that none of the students did totally agree with the statement. As already mentioned in chapter where students' responses were analysed that there should be some minimum labelling requirements in case someone has e.g. some food allergies.

“I tasted and enjoyed the International Foods at Amica during the week. This statement divided respondents' answers, statements: totally disagree, somewhat disagree and totally agree got accurately same percentages from respondents 27%, and somewhat agree got 18%. We can notice that there was similar division of responses among teachers and students. We can assume that this indicates from dissatisfaction among Amica customers and from the fact that improvement is needed. As already mentioned in chapter analysing students' responses it needs to be noticed when considering improvement possibilities for Amica limitations resources e.g. monetary, time, manpower, etc.

“It is good to have International Food at Amica. Majority of respondents (73%) did totally agree with this statement, 18% did somewhat agree and 9% did somewhat disagree. Trend of teachers' responses was very similar with students' responses. From these results we can conclude that both students and teachers wish that international food would be served at Amica during international week. One way to

provide international food which would please customers but would be as well reasonable to prepare from Amica's perspective is to have 'food election'. Concept of food election is described in more detail in chapter 'Results of students' questionnaire, First Section, 8th statement'.

'More small souvenirs are expected to be turned up on each country's stands'. Teachers' responses to this statement were quite opposite when compared into students' answers. When students wished more souvenirs majority of teachers (45%) stated that they totally disagree with the statement, 27% did somewhat disagree with the statement and 27% did somewhat agree with the statement. None of the teachers did totally agree with the statement. Possible reasons why students and teachers' answers are so different could be that teachers have been considering more practical issues than students e.g. students who are presenting their countries do not have souvenirs or they do not want to bring them in case they will be stolen, etc.

'The advertisement tools for the Week should be extended through not only Facebook, Insider magazine, emails, etc. but also leaflets and 'word-of-mouth' and through teachers in the beginning of the lessons'. In this statement again students and teachers' answers did compliment each other. Majority of both groups did totally agree with this statement. 64% of teachers did totally agree with this statement, 27% did somewhat agree with the statement and 9% did somewhat disagree with the statement. None of respondents did totally disagree with statement. From these results it can be concluded that both groups wish to have more information, more fluent information flow and information should be provided earlier.

'Advertising for the Week should be in both English and in Finnish'. Majority of respondents (67%) did totally agree with the statement. 17% did somewhat agree, 8% did somewhat disagree and 8% did totally disagree with the statement. Trend in teachers' answers was very similar with students' answers. From these statements it can be concluded that need for advertisement in both languages exists. In future events it would be probably beneficial to prepare few pieces experimental advertisement material in Finnish and see does it e.g. have positive effect in amount of Finnish students participating in the event.

“Local area should be invited to at least the Food Tasting event for promoting the university’s international environment”. Majority of respondents (64%) did agree with this statement, 18% did somewhat agree and 18% did somewhat disagree. None of the teachers did totally disagree with the statement. In this statement there was some variation between students and teachers statements majority of students somewhat agreed with the statement when majority of teachers did totally agree with the statement, also 9% of students did totally disagree with statement. Although among both groups general trend of responds was positive and as mentioned in “Results of students questionnaire, First Section” this could be great opportunity promote KyUAS to high school graduates.

“The country quiz on Tuesday (27.9.2011) should specify its detail time on the Week’s schedule and need more advertisements”. Majority of respondents (36%) did totally agree with the statement, 27% did somewhat agree, 18% did somewhat disagree and 18% did totally agree with this statement. Trend in teachers’ answers was similar with students’ answers. In chapter “Results of students’ questionnaire, First Section, 13th statement” author has presented suggestion how quiz could be organized on way that everyone who wishes to participate can, but before organizing quiz should be evaluated that will it be beneficial. E.g. supervision of participants, purchasing prizes, advertisement, etc. Since someone has to take care of all of these and if students are not that keen on quizzes it might not be worth of organizing.

“The normal teaching hours should be cancelled during the visiting lectures”. In this statement majority of respondents (58%) did somewhat disagree. 25% did somewhat agree and 17% did totally disagree. None of the teachers did totally agree with the statement. In this statement teachers responses were quite opposite when compared to students responses since majority of students did totally agree with the statement. We can assume that students wish that lectures would be cancelled that they could gain more free time and when teacher answered to this statement they acknowledged this fact. As a conclusion we might state that it is not beneficial to any of the parties to cancel normal lectures.

“Topics offered by guest lecturers were well compatible with course topics”. Majority of respondents (64%) did somewhat agree with the statement, 18% did somewhat disagree and 18% did totally disagree. None of the teachers did totally

agree with the statement. From this we can conclude that it is positive that majority of teachers did somewhat agree with statement although there is lot of room for improvement since none of the teachers did not totally agree with the statement and all together 36% had negative experience of topics offered by guest lecturers.

•A large blank panel should be put on the walls to let people draw their own culture's model. In this statement majority of respondents (56%) did somewhat agree with this statement, 33% did somewhat disagree and 11% did totally disagree with the statement. None of the respondents did totally agree with the statement. When we compare students' and teachers' answers we can notice that students were very keen on having the panel and teachers were not that interested of the idea.

•Verla museum visit on Tuesday (27th of September 2011) was great and unforgettable. Majority of respondents (45%) did somewhat agree with the statement, 27% did totally agree with the statement and 27% did somewhat disagree with the statement. As in students' responses also in teachers' responses general trend of answers was positive, which indicates that event was successful and should be organized again. Although there was some dissatisfaction among participants which indicates that event can still be improved.

•Kouvola sightseeing on Tuesday (27th of September 2011) was great and unforgettable. This statement did divide respondents' answers quite equally to pro and against. 56% did somewhat agree with the statement and 44% did somewhat disagree with the statement. As already suggested in chapter •Results of students' questionnaire, First section• it might be good idea to organize sightseeing as an individual event instead of combining it into Verla visit.

•Outdoors Games activity on Wednesday (28th of September 2011) was enjoyable and memorable. Again in this statement respondents' answers divided equally to pro (50% of respondents somewhat agreed) and against (50% of respondents somewhat disagreed) with the statement. In this statement trend of answers distribution was very similar with distribution of answers that students gave to this statement. According these answers we can notice that there is room for improvement. In chapter •Results of students' questionnaire, First Section• author has given some suggestions how outdoor game-event can be improved.

õCampus walking tour on Wednesday (28th of September 2011) was enjoyable and memorableö. Majority of respondents (63%) did somewhat agree with the statement, 25% did somewhat disagree with the statement and 13% did totally disagree with the statement. Different from studentsø responses teachersø trend of answers was towards negative. This indicates that event was not successful in teachersø point of view. Reasons for this could be that staff of KyUasø is quite familiar with premises of KyUas and for that reason are not able to gain that much additional information out from the tour.

õLatupirtti International Evening in Valkeala on Thursday (29th of September 2011) was great and unforgettableö. In this statement majority of respondents (56%) somewhat agreed with the statement, 33% totally agreed and 11, 11% did somewhat disagree with the statement. Average grade that students gave to Latupirtti event was 2, 86 when average grade given by teachers was 3, 22. This indicates that teachers were more pleased to event than students. Since statement did not have any additional questions that would have specified participants likes and dislikes in the event it is relatively difficult to give any improvement suggestions, although we need to notice that both groups did like the event so we can assume that similar kind of event are welcomed in future events.

õFlamenco Dancing Workshop on Tuesday (27th of September 2011) and Friday (30th of September 2011) were awesome and memorableö. In this statement majority (80%) of respondents did somewhat agree with the statement, 10% did somewhat disagree and 10% did totally agree with the statement. None of the respondents did totally disagree with the statement. When we compare studentsø and teachersø responses into this statement we can notice that among both groups general attitude towards event was positive. Although we need to notice that in both groups majority of respondents did choose the option õsomewhat agree with the statementö this indicates that even though general attitude towards event was positive there was some minor dissatisfaction among participants. Since statement did not have any additional questions to specify participants likes and dislikes we cannot give certain improvement suggestions, but we can assume that e.g. bigger room or adjusting timing to more convenient could increase participants satisfaction.

I cooperated and had a great chance to explore thoroughly different culture during the week. Majority of respondents (50%) somewhat agreed with the statement, 33% did totally agree with the statement, 8% somewhat disagree and 8% did totally disagree with the statement. As in students responses also in teachers responses general trend of answers was positive which indicates that event has been successful and increased level of internationalization of KyUas staff and students.

3.2.3. SECOND SECTION OF TEACHERS' QUESTIONNAIRE

In second section teachers were asked to answer question 'I looked at the Power point presentations from different countries:' Answer options were occasionally, sometimes, often and always. Majority of respondents (67%) stated that they watched PowerPoint presentations occasionally and 33% of respondents stated that they watched presentations sometimes. None of the respondents stated that was watching presentations often or always.

Analysing results of this statement is challenging since answer options given to respondents are circumstantial, analysing results would have been more convenient if options given would have been e.g. every day, every second day, once and not at all.

If we compare students' and teachers' responses to this statement we can notice that students showed slightly more interest towards PowerPoint presentations than teachers. Reason for this could be that teachers schedule is tighter and they do not have any spare time to watch presentations when students might have free time between lectures.

Although when analysing results of this statement we need to notice that answers are circumstantial and for that reason not entirely reliable.

3.2.4. THIRD SECTION OF TEACHERS' QUESTIONNAIRE

In third section teachers were asked where they would wish to have music during international week; second floor of Business Campus, Kasarminmäki restaurant,

Paja or Kasarminmäki reception. Majority of respondents (33%) would wish to have music on second floor of business campus, 25% at Paja, 25% at Kasarminmäki reception and 17% at Kasarminmäki restaurant.

When we evaluate these results we need to notice that respondents could choose only one location, for that reason result is unreliable since some of the respondent could have wished to have music on several locations or in all of them.

3.2.5. FOURTH SECTION OF TEACHERS' QUESTIONNAIRE

In fourth section teachers were asked to state that in how many events (lectures, sport events, food tastings, etc.) they did participate during The International Week. Answer options given were 0-3, 4-6, 7 or more. Majority of respondents (75%) stated that they participated on 0-3 events, 17% did participate on 4-6 events and 8% did participate on 7 or more events.

When evaluating this question we need to notice that in scale given to respondents there is no option "I did not participate on any of the events", but it is included in option 0-3. This causes the effect that we cannot be sure that have any of this 75% of teachers actually participated on any of the events.

If we compare students and teachers participation activity we can notice that students have been more active in participating events during International Week.

3.2.6. FIFTH SECTION OF TEACHERS' QUESTIONNAIRE

In fifth section respondents were asked to answer statement "In my opinion International Week is" on a scale given respondents had different statements and they could choose multiple of them.

First statement was "In my opinion International Week is functional concept and should be organized again". 67% of teachers agreed with this statement. If we compare teachers and students responses into this statement we can notice that percentage of students that agreed (81%) with the statement was significantly higher

than percentage of teachers that agreed with the statement. One reason for this could be that teachers did not think that lectures given by visitors were not totally compatible with course topics.

Second statement was "In my opinion International Week is nice idea but needs to be formatted into more appealing form for students". 67% of teachers did agree with this statement. When we compare students and teachers responses we can notice that actually greater percentage of teachers thought that event needs to be modified into more appealing form for students than students themselves. Only 52% of students thought that event needs to be modified into more appealing form for students.

Third statement was "In my opinion International Week is; I was too intimidated to contribute because lack of my English skills". None of the teachers and only 3% of students did agree with this statement. From these results we can conclude that English language is not the groundbreaker in do the students and staff participate on event or not.

Fourth statement was "In my opinion International Week is; I did not contribute because I do not actually care". None of the teachers did agree with this statement.

Fifth statement was "In my opinion International Week is; I thought that lectures were good but plays and games childish". 8% of teachers agreed with this statement, which is one teacher. Reasons for low percentage at this statement could be as already mentioned teachers' dissatisfaction to compatibility between course topics and topics given by lecturers.

Sixth statement was "In my opinion International Weeks is; I liked playing games but lectures were boring". None of the teachers agreed either with this statement.

Seventh statement "In my opinion International Week is; I would have participated but I got the schedule too late". 25% of teachers and 35% of students agreed with this statement. These results indicate that lack of information or poor flow of it is major reasons for low participation rates of International Week.

8th statement was "In my opinion International Week is; I do not see why it would be beneficial for me to participate". None of the teachers agreed with this statement.

3.2.7. SIXTH SECTION OF TEACHERS' QUESTIONNAIRE

In sixth section teachers were asked to answer statement "Overall, did the whole Week create a good impression and unforgettable memories". 83% of teachers agreed with the statement and 17% did disagree with the statement. If we compare results of teachers' responses to students' responses we can notice that students had slightly more positive attitude towards International Week. Although among both groups general trend was definitely positive from which indicates that these type of events are desired among staff and students.

3.2.8. SEVENTH SECTION OF TEACHERS' QUESTIONNAIRE

In seventh statement teachers were asked to answer question "Would you recommend this event to your friends and other colleagues?" 92% of teachers would recommend and 8% would not recommend event to their friends and colleagues. If we compare students' and teachers' responses to this question we can notice that students' point of view is again slightly more positive, although general trend among both groups is definitely positive

4. SECOND STAGE OF ACTION RESEARCH

In this second stage of action research planning of Baltic Breeze-event is started. In planning process results of KyUAS students' survey are reflected and based on reflections plan for Baltic Breeze-event is created. Based on plan action will follow. The whole process is observed and based on observation are reflections created.

This research is executed with action research method and due to that fact part of information analysed in this research bases on authors own observations which are done when assisting International Office of KyUAS in welcoming incoming teachers.

Problems that rose up from KyUAS student's survey concerning International Week were related to compatibility between incoming teachers' expertise and KyUAS curricula as well into information flow. Observation of information flow in KyUAS student's survey was mainly focused on fact how well information of International Week reached KyUAS students and KyUAS teachers, although during Baltic Breeze organization it was recognized that information flow among event organizers and between event organizers and guests is not either on sufficient level.

In re-planning process compatibility of KyUAS curricula and incoming teachers' expertise was tried to improve with following actions: Author contacted KyUAS teachers. In beginning of February 2012 author had created schedules, one for business studies and one for language studies, where could be seen which of KyUAS teachers were willing to welcome visiting lecturer to their courses, what was course topic and if teacher had some specific wishes regarding visitors topics.

6th of February 2012 author sent first e-mail to 6 teachers who had registered themselves to Baltic Breeze-event. Author had attached schedule of lectures where visitors were welcome to e-mail and I inquired that on which lecture visitors would like to teach. Purpose of these actions was to provide as much as possible information for incoming teachers about courses and their topics so they could choose course by themselves on which their field of expertise would suit on most convenient way.

After several reminders I got replies from 5 of these registered teachers. 3 teachers responded me that they are not participating to event and stated that they had already cancelled their registration through International Office Staff 1 but this information had not reached author, one did not respond at all and one responded for her and behalf of hers colleague.

Insufficient information flow and dubiety of final participants were preventing author to create final lecturing schedule for Baltic Breeze-week, which caused lots of inconvenience for KyUAS teachers since they could not be certain is there coming visiting teachers for their lectures.

One week before Baltic Breeze-event on Monday 12th of March 2012 author received final list of participants from International Office.

On participant list there was 10 teachers. 4 of them were English business language teachers from Russia, 2 Finnish language teachers from Russia, 2 economics teachers from Russia and two language teachers from Latvia.

Due to the fact that final participant list was received so late it was really difficult to find lectures for visiting teachers since KyUAS teachers had all ready made their course plans, especially difficult was find places for Latvian teachers. Latvian teachers belong to Erasmus program and because of that they have minimum 5 hours teaching quota for their visit.

Author was able to place language teacher Visitor 1 to Host 1 lectures and through that fulfil Visitor 1's 5 hours teaching quota. Since Visitor 1 and Host 1 have done some cooperation in previous events was Host 1 very eager to have Visitor 1 teaching her class despite short notice.

Placing Latvian Russian language teacher Visitor 2 was more demanding task. First of all author was not able at any point to get direct contact to Visitor 2 but all communication between author and Visitor 2 was done through Visitor 1. In registration form Visitor 2 had announced that topic that she can lecture about is Business Russian, since author was not able to get in direct contact with Visitor 2 at any point of creation of lecturing schedule and was not able to get more specific details about Visitor 2's topic author assumed that Visitor 2's topic is about doing business in Russia. In this fate author tried to place Visitor 2 to lecture's where business in Russia would be in relation to students' curriculum. Author was able to place her on Host 2's Marketing Intelligence group since Host 2 was willing to take visitor to his lessons with short notice. Author also planned that Visitor 2 would also participate on students' workshop that lasted 3 hours. On this way she would have fulfilled her 5 hours quota. When Visitor 2 arrived to Baltic Breeze it was found out that she is not business teacher and can teach only Russian business language and is able to do this only in Russian language. Due to this facts author needed to announce Host 2 that there is no visitor coming to his lectures, author also needed to find out is there any Russian language lectures where Visitor 2 could visit. In cooperation with

language teachers Visitor 2 was placed on Host 3's Russian lectures. On this way she got 2 hours and 30 minutes. Visitor 2 participated also on Russian teachers' workshop which lasted 2 hours and 30 minutes. Basically she participated worth of 5 hours of activities organized by Kymenlaakso University of Applied Sciences during Baltic Breeze-event, although it needs to be noticed that only 2 hours and 30 minutes was teaching and 2 hours and 30 minutes was workshop work, according Erasmus exchange agreement, teacher needs to teach 5 hours and workshop work cannot be replace teaching hours.

Placing 6 language teachers from Russia was also dilemma, since when author received list of participants only one week before Baltic Breeze-event and according preliminary information was not expecting that many teachers.

Russian teachers do not belong to Erasmus program and they do not have teaching quotas. Due to this fact it was lot easier to create program for them since program did not need to be lecturing. Majority of language studies of KyUAS are on afternoon and visitors had lot of program on afternoons (company visits, Suomi-evening, Tirva-visit, etc.). Due to active afternoon and evening programs it was inconvenient for them to teach on afternoon. Also majority of compulsory English courses running at day time were for designer-students and for that reason Business English-language teachers were not able to give lectures for them. Since placing language teachers on lectures was difficult and lecturing can be organized on several ways and none of the teachers asked specifically to give a lecture it was decided that lecturing is not organized in traditional way but as in workshop form.

Workshop was hosted by KyUAS senior lecturer Host 4, topic discussed was: "What are language requirements in student exchange between Finland and Russia and how adequate level of language skills can be ensured?" Latvian teacher Visitor 2 also participated on this workshop. Visiting teachers were also given a chance to participate on students' workshop were topic "Blogging in marketing education and blogging as future perspective in education" was discussed.

Russian economic teachers had enrolled themselves to teacher exchange and author had organized them teaching hours, for Visitor 3 Host 5's Financial mathematics-lecture and for Visitor 4 Host 6's Meeting and negotiation skills-lecture. Author had

contacted both teachers with e-mails informing them about courses timing and topics, author did not receive respond not either of teachers. On Tuesday in opening ceremony all participants did receive folder that included information about Baltic Breeze, KyUAS, Kouvola and lecturing schedule. Lecturing schedule was also available in lobby of KyUAS in Baltic Breeze-stand for whole duration of event. Even though there was several actions taken in order that information of lectures would reach Visitor 3 and Visitor 4 they did not arrive to lectures. According International Office they did arrive to event but probably they would have preferred to participate on staff exchange which does not include teaching, either they have done mistake when they were filling in the registration form or they have changed their mind and did not inform KyUAS of this.

During Baltic Breeze-week Visitor 5 whose field of expertise was marketing, announced that even though he had registered into staff exchange he would like to have opportunity to teach. Author did seek KyUAS timetables in order to find lectures related to marketing on where he could teach. Author contacted Host 7 who was teaching International Marketing Logistics to her group, that would she be willing to have visitor on her lectures. Host 7 replied that it is too short notice that she is not willing to have him on her lectures. Author discussed with Host 8 that probably the only option for Visitor 5 is to teach on Host 8's Internationalization Plan Project, even though Visitor 5's field of expertise and course topic did not meet in ideal way. This was the preliminary plan but Host 8 was able to place Visitor 5 on elementary German course.

In KyUAS student's survey it was also recognized that second floor of Business Campus is too small space for Food Tasting event or similar kind of occasions. This was taken in consideration and Suomi-evening that took place during Baltic Breeze on Wednesday 21st of March 2012 was organized in Paja-cafeteria, room was sufficient and event was carried out successfully.

5. SUGGESTIONS FOR DEVELOPING KYUAS INTERNATIONAL EVENTS AND TEACHER MOBILITY

KyUAS is in several exchange programs. As already mentioned in previous chapter there are problems in teacher mobility mainly related in information flow inside KyUAS and between KyUAS and partner institutions. Other issue was compatibility of curricula and visiting teachers expertise.

Compatibility is a difficult issue since e.g. teachers who belong to Erasmus program have teaching quotas, which means that it is compulsory for them to teach minimum 5 hours during their stay as well as lecture given by visiting teacher should be compatible with receiving university's curriculum. Organizing 5 hours of teaching for visiting teacher especially with short periods of stay can be very challenging for host University. For example in case of Visitor 2, there was only one lecture which fitted in frames of her stay, her field of expertise and schedule of other program organized for visiting teachers.

Finding solution into this problem is very challenging since teachers participating on Erasmus exchange-program are chosen by teachers' home Universities and therefore University hosting cannot influence on selection process but needs to welcome chosen teachers. Since host University cannot influence selection process compatibility between host University's curriculum and visiting teacher's expertise is not always ideal. In order to improve compatibility there is more efficient and fluent information flow between hosting and sending Universities is needed. For example when Host University sends out invitation letter of international event it could include lecturing topics into it. On this way sending university would be able to choose the most suitable candidates for exchange and matching visiting teachers to lectures would become more fluent process for Host University. When lectures and visitor's expertise would match properly exchange process would become more productive for both parties.

Even though Erasmus-program has long successful history as exchange program, it belongs to Europe's Lifelong Learning-program and gives needed monetary support for staff, teacher and student mobility it needs to be noticed that Erasmus-program's consideration of compatibility issues is done very roughly. Duration of teacher's

stay in exchange do not influence teacher's teaching quota, teacher can stay one day or 6 weeks but in both situations teaching quota is 5 hours. It would be more reasonable that teaching quota would be in relation to length of teacher's stay, since it is very challenging for Host University to organize 5 hours of teaching for visiting teacher that would be compatible with visiting teacher's field of expertise. Although we need to notice that requirements of participating to Erasmus program are decided by European commission and therefore KyUAS does not have capability to influence on requirements and it does need to adjust to them in order to participate on program. For this reason KyUAS needs to adjust its actions on manner that it will fulfil needed requirements. In order to do this in team that is organizing international events in future needs to be more structured e.g. only one person takes care from contacting visitors, on this way communication becomes more clear and hopefully more fluent. In this communication between visitors and host needs to found out is visitor willing to teach and if he/she about what and how can this be matched in KyUAS curricula on best possible way.

In order to carry out successful Erasmus teacher-exchange is intensive cooperation and information flow needed between sending and hosting universities. As well as it can be stated that longer stays than one week would be recommendable since teachers have 5 hours teaching quota and international events (e.g. International Week and Baltic Breeze) include also plenty of other activities that are done in favour of increasing cooperation between partner universities.

When teacher mobility actions are done outside of exchange program it is less supported e.g. monetary support, exchange knowhow, etc. But on the other hand exchange is freer and if sending and hosting universities are functioning in good cooperative atmosphere exchange can be actually more productive than done inside exchange-program. Since when teachers are not part of exchange-program they do not have compulsory teaching quotas and they are not needed to teach on lectures that are artificially matched to their field of expertise but they can participate on workshops where knowhow and knowledge is shared actively between both parties or give a lecture outside Host University's curriculum from field of their own expertise.

Workshops can be organized for students and teachers or exclusively for teachers, workshops are relatively easy to organize and e.g. in student workshops topic

discussed can be chosen so that it will serve also Host University's curriculum's goals and in teacher workshops topic discussed can e.g. relate to improvement of cooperation between universities.

When visiting teacher is allowed to give lecture outside Host University's curriculum it is possible that visiting teacher is able to distribute unique knowledge, knowhow and ideas to Host University's students and/or that they would not be able to receive otherwise. Lectures outside Host University's curriculum could be organized so that Host University would create independent timetable for visitors' stay. In timetable would be seen name of visiting teacher, time-, place-, duration- and topic of lecture given by visitor. Timetable would not be attempted to be integrated with Host University's curriculum. All interested groups and individuals (students, teachers, staff, etc.) could participate on lectures they wish, although it needs to be noticed that when students' participation on lectures is optional it is very unlikely to achieve high number of participants. Also that timing of visitors' lectures will probably cause some difficulties, even though lectures are organized on independent timetable it is likely that they will overlap with original lecture timetable and due to that are students prevented to participate on lectures even though they would find topic interesting.

5.1. DEVELOPMENT SUGGESTIONS INSIDE KYUAS

If problem of insufficient information flow could be solved it would probably have positive effect on compatibility of curricula and visiting teachers' expertise.

When Baltic Breeze-event was organized responsibility of organization was distributed between International offices both; Kotka and Kouvola, teachers and programme heads, tutors and also few students were involved. Organization of Baltic Breeze-event was made even more challenging since two key persons in organization of international events left on maternity leave and therefore their expertise and knowhow of organizing international events was not available for organization of Baltic Breeze. In event organization it is good to have enough man power but in case of Baltic Breeze distribution of organization was unstructured which caused dubiety among organizers since task division was not clear, it can be

assumed that this dubiety did spread also among visitors since task division of organizerø was unclear; visitors were uncertain whom to contact concerning issues of their visit.

In order to avoid this kind of situations in future it would be recommendable that organizations of event would be started in well advance, also responsibility of organizations should be divided on manor that each individual involved would know what they are expected to do and the timeframe of organizations.

5.2. DEVELOPMENT SUGGESTIONS BETWEEN KYUAS AND PARTNER INSTITUTIONS

Insufficient information flow between KyUas and partner institutions was also causing problems in event organization. This problem was probably partly caused by KyUas unstructured internal information flow, since KyUas internal information flow was so incoherent teachers participating into event could not be sure who is responsible and for what and who they should contact.

When author was creating teaching schedules for Baltic Breeze-event and inquiring from visiting teachers about what they can teach rate of responses received was extremely low. One reason for this that was revealed during Baltic Breeze-week was that few of the Russian language teachers were not confident with their English skills and would probably prefer to communicate with Russian language. Therefore it would be recommendable that when organizing similar events in future person that would be one person responsible for contacting visitors and creation of teaching schedule. It would also be recommendable that this person would be able to contact participants of event on their own language, at least the Russian ones. On this way amount of misunderstandings would be minimized and curricula and visiting teachers expertise would match each other on most appropriate manner.

6. CONCLUSIONS

6.1. SUMMARY OF MAJOR RESULTS

The main focuses of this research was study KyUAS's international events from teachers point of view and incoming teacher mobility, find out the main flaws in them and give development suggestions. In this thesis teacher mobility as a concept is explained as well as current state of KyUAS teacher mobility is presented.

As part of action research process author created lecturing schedule for visiting teacher for Baltic Breeze-week, author was not able to perform this successfully since final list of participants was received in very last minute and author has misunderstood Visitor 2's field of expertise.

This chapter will summarize the main conclusions of researched and will explain results of thesis. Research question of this thesis was: How can KyUAS incoming teacher mobility and international events be developed to more positive and productive experiences for teachers? Results of this thesis indicate that international events and incoming teacher actions would be more fluent and productive if information flow issues can be solved and through that compatibility of incoming teachers and KyUAS curricula improved.

This research had also five sub-questions. First one was: Why it is beneficial to have international events and incoming teachers in KyUAS? Research stated that teacher mobility develops teachers own professionalism, gives students that are not able to go on exchange possibility to learn from foreign experts and creates networks and contacts between institutions.

Second sub-question was: Students' attitude towards international events and teacher mobility? Answer to this question was mainly generated according results that KyUAS student's survey carried out after International Week indicated. According those results author could state that students enjoy international events and they are eager to have visiting teachers, although it also needs to be noticed that students' participation activity did suffer from poor information flow of event organization.

Third sub-question was: Teachers' attitude towards international events and teacher mobility? As students did teachers as well have in general positive attitude towards international events and incoming teachers, although it needs to be noticed that more comprehensive study would have been needed in order to get deeper understanding of students and teachers' insights.

Fourth sub-question was: Is exchange program e.g. Erasmus needed in productive mobility operations? To this question research gave controversial answers. On the other hand, as all ready mentioned previously in this report, exchange program gives organizational and monetary support as well as knowhow, but it also increases obligations, when if exchange is done without exchange program there is less support available but the process is freer and can be in some cases even more productive than if exchange is done inside exchange program.

Fifth and final sub-question was: How compatible teaching provided by visiting teachers is with university's own curriculum? In this research it was found out that compatibility of visitors' expertise and KyUAS curricula was definitely problematic. One major reason for this was poor communication, if communication can be improved it is likely that compatibility will improve as well but with compulsory teaching quotas it is likely that at time to time some artificial matching of visitors and curriculums needs to be done.

Improvement opportunities do exist in international events as well as in teacher mobility. Fluency of international events and incoming teacher mobility can be improved by improving information flow both inside KyUas and between KyUas and partner organizations. One key element in improving information flow is creation of proper structured teams of organizers, clear task division and active communication and cooperation between organizers is vital when sufficient information flow network is being created. It can be assumed that when internal communication functions in appropriate manner also level of external communication will improve as well.

Involving exchange programs into teacher mobility programs is beneficial in many senses e.g. funding, networking, knowhow in exchange procedures, etc. but when exchange programs are involved will obligations during exchange increase as well.

Despite organization of international events and incoming teachers activities have had some difficulties students and teachers have in general positive attitude towards KyUas international events and incoming teachers according survey carried out by student KyUAS. Due to these facts it is recommendable that; international events are organized also in future and that visiting teachers are invited to participating on them.

6.2. EVALUATION OF OWN STUDY AND SUGGESTIONS FOR FURTHER STUDIES

This was first event organization where author has ever participated in. During the organization process author was able to understand how complex process organizing event size of Baltic Breeze is. In event organization cooperation between organizers as well as between organizers and participants is vital for successful event.

As it belongs in action research nature author was able to learn during the process from her failures and successes in event organization process.

When evaluating study's success I can state that when taking into consideration author's previous experience, size of the event and time limitations study was carried out on moderate manner.

As further study suggestion author will suggest that similar kind of action researches will be carried out of future international events and incoming teachers, by doing this KyUAS will be able to follow development of them and respond quickly changes and needs occurring in events and mobility actions.

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Appendix 1

Which alternative describes best your opinion concerning the following atti...

2.1. The decorating stands representing nations are diversified and interesting.

(Totally disagree - Totally agree)



Which alternative describes best your opinion concerning the following atti...

2.2 A bigger place than the second floor like a restaurant is needed for next time.

(Totally disagree - Totally agree)



Which alternative describes best your opinion concerning the following atti...

2.3. There should be more decorations covering all over the university (including three floors of the Business Campus, the middle part of Amica canteen, etc). (Totally disagree - Totally agree)



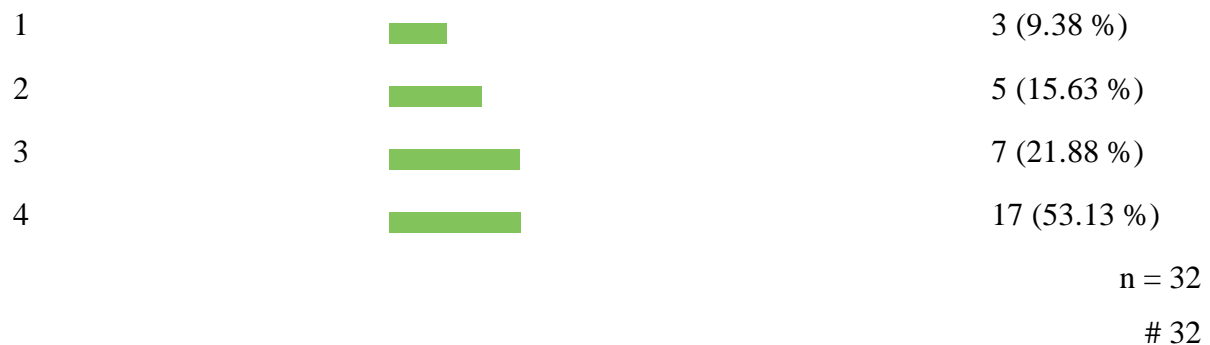
Which alternative describes best your opinion concerning the following atti...

2.4. There should be more supportive technical equipments like projectors and laptops to show and play countriesø presentations and music everywhere (including three floors of the Business Campus, the middle part of Amica canteen, etc). (Totally disagree - Totally agree)



Which alternative describes best your opinion concerning the following atti...

2.5 The Food Tasting on Mondayø evening (26 September 2011) was great and unforgettable. (Totally disagree - Totally agree)



Which alternative describes best your opinion concerning the following atti...

2.6 The foods in the Food Tasting event were delicious but should be labelled with more information on ingredients and methods to make. (Totally disagree - Totally

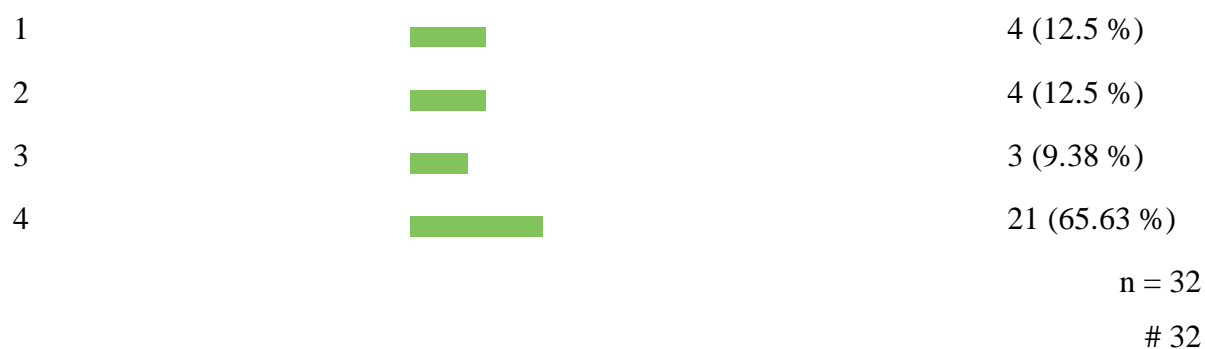
agree)



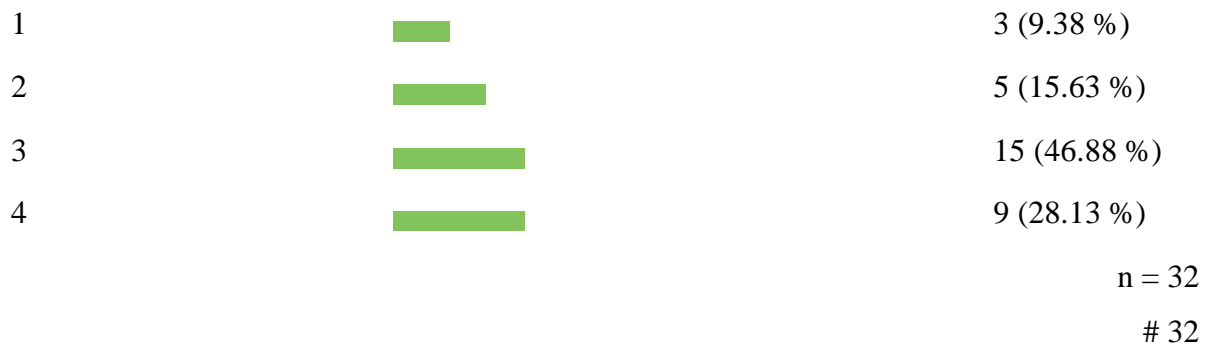
Which alternative describes best your opinion concerning the following atti...
2.7 I tasted and enjoyed the International Foods at Amica during the Week. (Totally disagree - Totally agree)



Which alternative describes best your opinion concerning the following atti...
2.8 It is good to have International Food at Amica (Totally disagree - Totally agree)



Which alternative describes best your opinion concerning the following atti...
2.9 More small souvenirs are expected to be turned up on each country's stands. (Totally disagree - Totally agree)



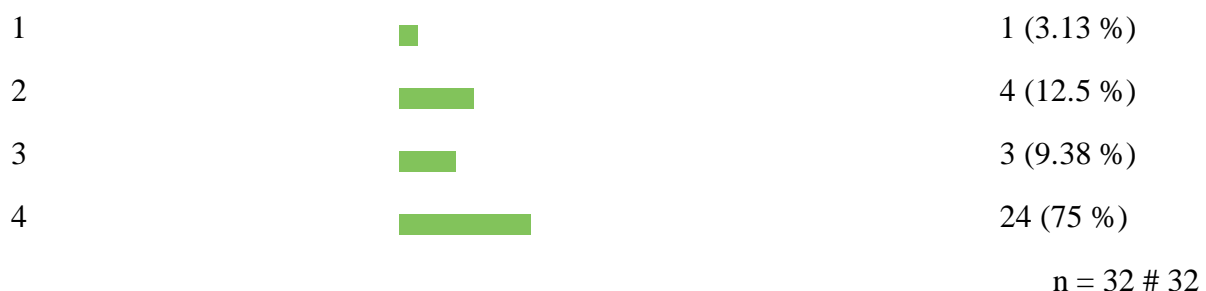
Which alternative describes best your opinion concerning the following atti...

2.10 The advertisement tools for the Week should be extended through not only Facebook, Insider magazine, emails, etc but also leaflets and word-of-mouth and through teachers in the beginning of the lessons. (Totally disagree - Totally agree)



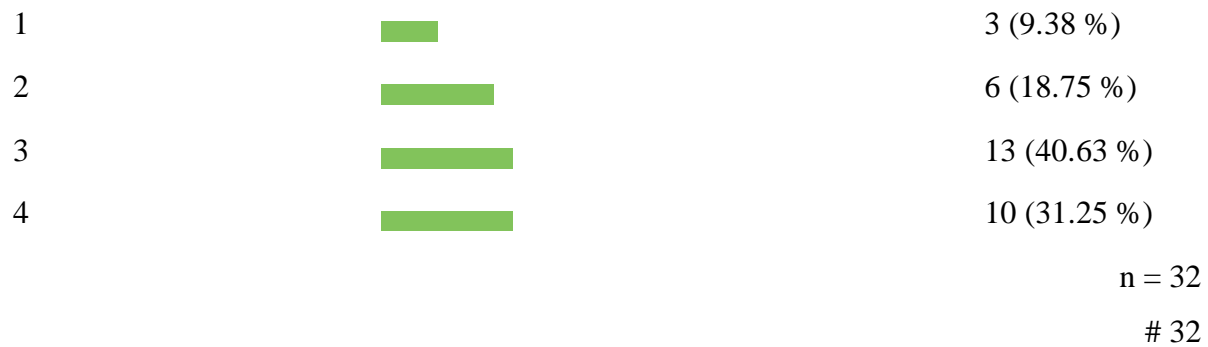
Which alternative describes best your opinion concerning the following atti...

2.11 Advertisings for the Week should be in both English and Finnish. (Totally disagree - Totally agree)



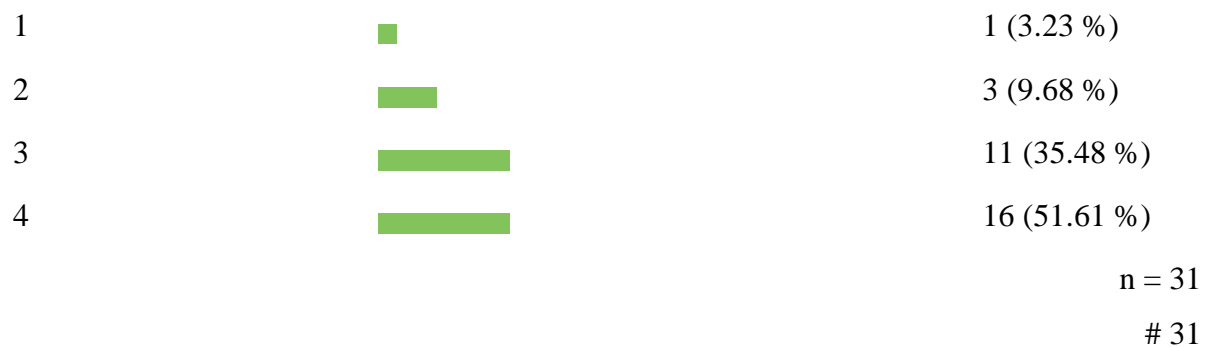
Which alternative describes best your opinion concerning the following atti...

2.12 Local area should be invited to at least the Food Tasting event for promoting the university's international environment. (Totally disagree - Totally agree)



Which alternative describes best your opinion concerning the following atti...

2.13 The country quiz on Tuesday (27 September 2011) should specify its detail time on the Weekø schedule and need more advertisements. (Totally disagree - Totally agree)



Which alternative describes best your opinion concerning the following atti...

2.14 The normal teaching hours should be cancelled during the visiting lectures. (Totally disagree - Totally agree)

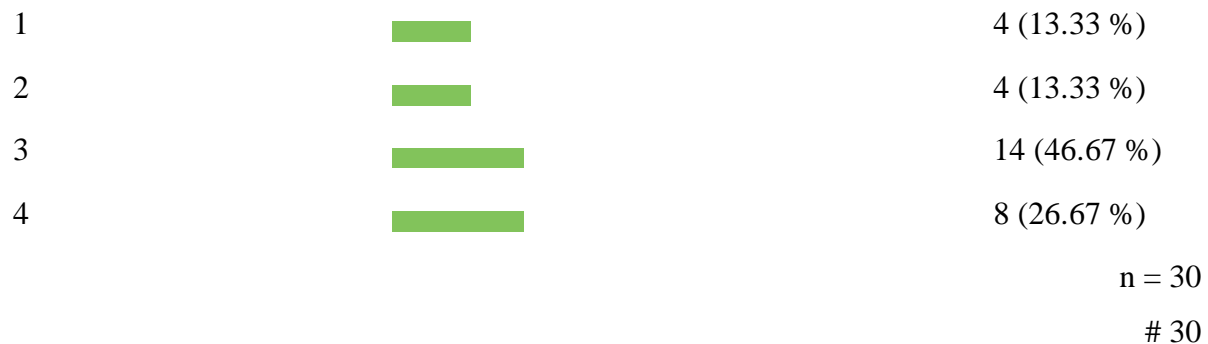


Which alternative describes best your opinion concerning the following atti...

2.15 A large blank panel should be put on the walls to let people draw their own cultureø model. (Totally disagree - Totally agree)







Which alternative describes best your opinion concerning the following atti...
2.16 Verla museum visit on Tuesday (27 September 2011) was great and unforgettable.
 (Totally disagree - Totally agree)







Which alternative describes best your opinion concerning the following atti...
2.17 Kouvola sightseeing visit on Tuesday (27 September 2011) was great and unforgettable. (Totally disagree - Totally agree)



Which alternative describes best your opinion concerning the following atti...
2.18 Outdoor Games activity on Wednesday (28 September 2011) were enjoyable and memorable. (Totally disagree - Totally agree)

1		3 (9.68 %)
2		9 (29.03 %)
3		15 (48.39 %)
4		4 (12.9 %)
		n = 31
		# 31

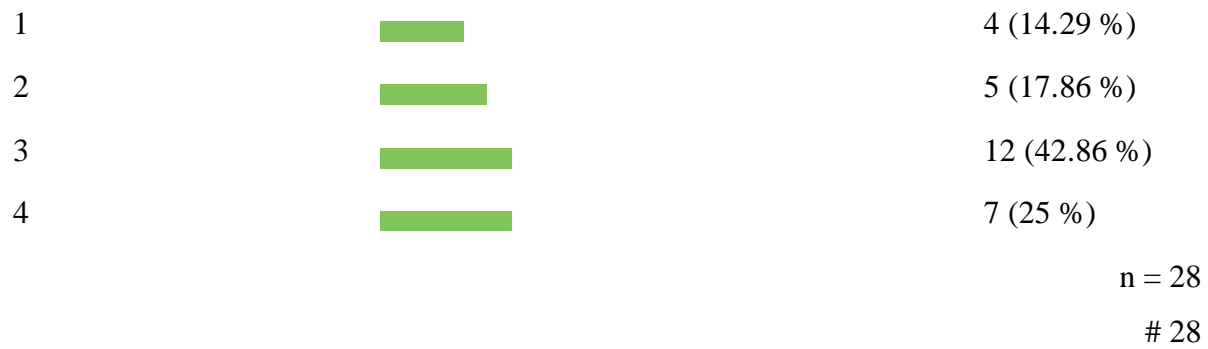
Which alternative describes best your opinion concerning the following atti...
2.19 Campus walking tour on Wednesday (28 September 2011) were enjoyable and memorable. (Totally disagree - Totally agree)

1		4 (13.33 %)
2		12 (40 %)
3		10 (33.33 %)
4		4 (13.33 %)
		n = 30
		# 30

Which alternative describes best your opinion concerning the following atti...
2.20 Latupirtti International Evening in Valkela on Thursday (29 September 2011) was great and unforgettable. (Totally disagree - Totally agree)

1		4 (13.33 %)
2		6 (20 %)
3		10 (33.33 %)
4		10 (33.33 %)
		n = 30
		# 30

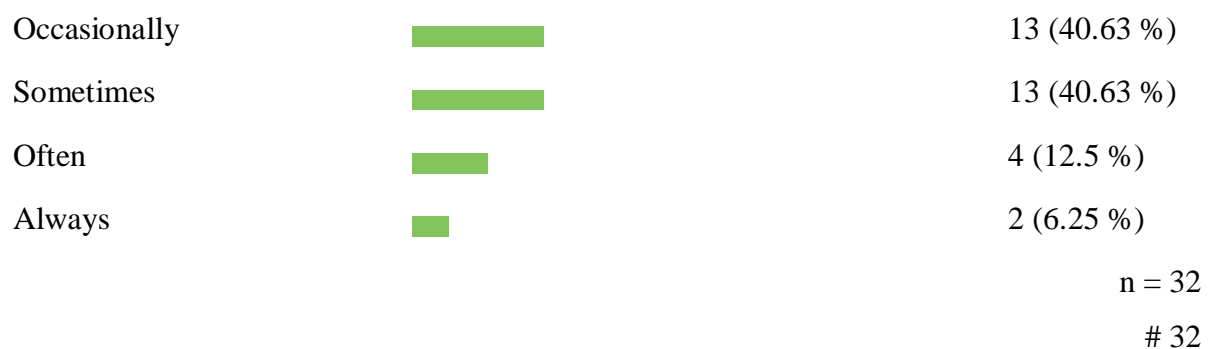
Which alternative describes best your opinion concerning the following atti...
2.21 Flameco Dancing Workshop on Tuesday (27 September 2011) and Friday (30 September 2011) was awesome and memorable. (Totally disagree - Totally agree)



Which alternative describes best your opinion concerning the following atti...
2.22 I cooperated and had a great chance to explore thoroughly different culture
during the Week. (Totally disagree - Totally agree)



I looked at the Power point presentations from different countries:



It is good to have music from different nations during the Week at









Kasarminmäki Restaurant		16 (50 %)
Paja		0 (0 %)
Kasarminmäki reception		5 (15.63 %)
		n = 32
		# 32

How many provided events (lectures, sport events, food tasting, etc.) you d...

0-3		16 (50 %)
4-6		14 (43.75 %)
7 or more		2 (6.25 %)
		n = 32
		# 32

In my opinion International Week isí (Pick as many as you wish!)

Functional concept and  should be organized again	25 (80.65 %)
Nice idea but needs to be  formatted into more appealing form for students.	16 (51.61 %)
I was too intimidated to  contribute because lack of my English skills.	1 (3.23 %)
I did not contribute because I  don't actually care.	2 (6.45 %)
I thought that lectures were  good but plays and games childish.	4 (12.9 %)
I liked play and games but  lectures were boring.	5 (16.13 %)

I would have participated but 	11 (35.48 %)
I got the schedule too late.	
I don't see why it would be 	1 (3.23 %)
beneficial for me to participate.	

n = 31
65

Overall, did the whole Week create a good impression and unforgettable memo...

Yes 	28 (87.5 %)
No 	4 (12.5 %)

n = 32
32

Would you recommend this event to your friends and other colleagues?

Yes 	31 (96.88 %)
No 	1 (3.13 %)









n = 32
32

Gender

Female 	22 (68.75 %)
Male 	10 (31.25 %)

n = 32
32

Where do you originally come from?

Finland		10 (33.33 %)
Nordic countries		0 (0 %)
Russia		9 (30 %)
Baltic countries		2 (6.67 %)
Africa		4 (13.33 %)
Rest of Europe		3 (10 %)
America		1 (3.33 %)
Australia		1 (3.33 %)

n = 30

30

To which of the following groups of students do you belong to?

Finnish degree students		2 (6.25 %)
International degree students		27 (84.38 %)
Exchange students		3 (9.38 %)

n = 32

32

Are you studying in Finnish or English?

Finnish		0 (0 %)
English		32 (100 %)

n = 32

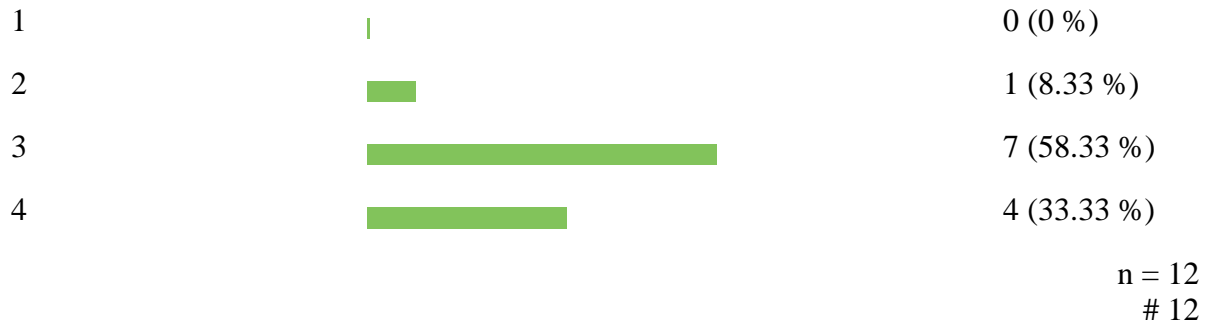
32

Appendix 2

Which alternative describes best your opinion concerning the following atti...

2.1. The decorating stands representing nations are diversified and interesting.

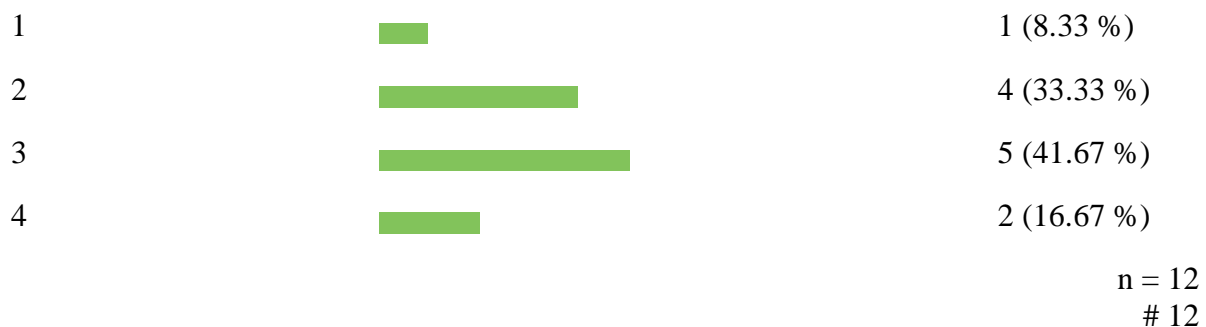
(Totally disagree - Totally agree)



Which alternative describes best your opinion concerning the following atti...

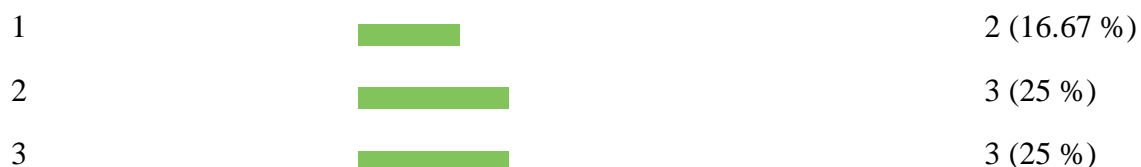
2.2 A bigger place than the second floor like a restaurant is needed for next time.

(Totally disagree - Totally agree)



Which alternative describes best your opinion concerning the following atti...

2.3. There should be more decorations covering all over the university (including three floors of the Business Campus, the middle part of Amica canteen, etc). (Totally disagree - Totally agree)



4



4 (33.33 %)

n = 12

12

Which alternative describes best your opinion concerning the following atti...

2.4. There should be more supportive technical equipments like projectors and laptops to show and play countriesø presentations and music everywhere (including three floors of the Business Campus, the middle part of Amica canteen, etc). (Totally disagree - Totally agree)



n = 12

12

Which alternative describes best your opinion concerning the following atti...

2.5. The Food Tasting on Mondayø evening (26 September 2011) was great and unforgettable. (Totally disagree - Totally agree)



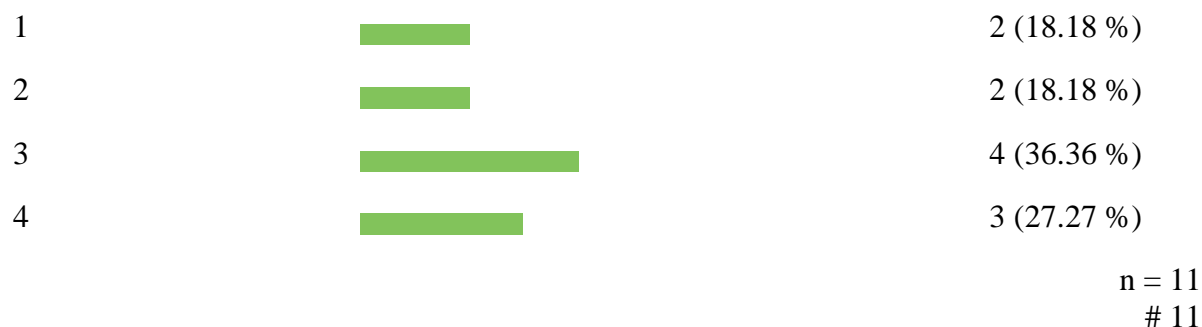
n = 10

10

Which alternative describes best your opinion concerning the following atti...

2.6. The foods in the Food Tasting event were delicious but should be labelled with more information on ingredients and methods to make. (Totally disagree - Totally agree)

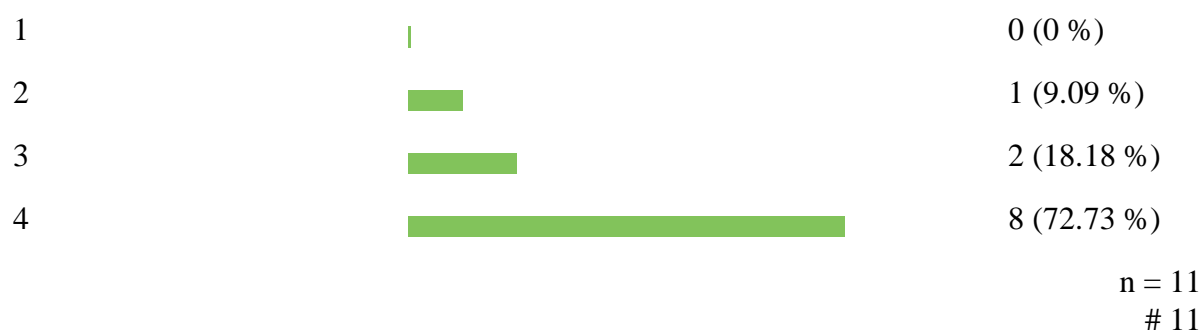
agree)



Which alternative describes best your opinion concerning the following atti...
2.7. I tasted and enjoyed the International Foods at Amica during the Week. (Totally disagree - Totally agree)



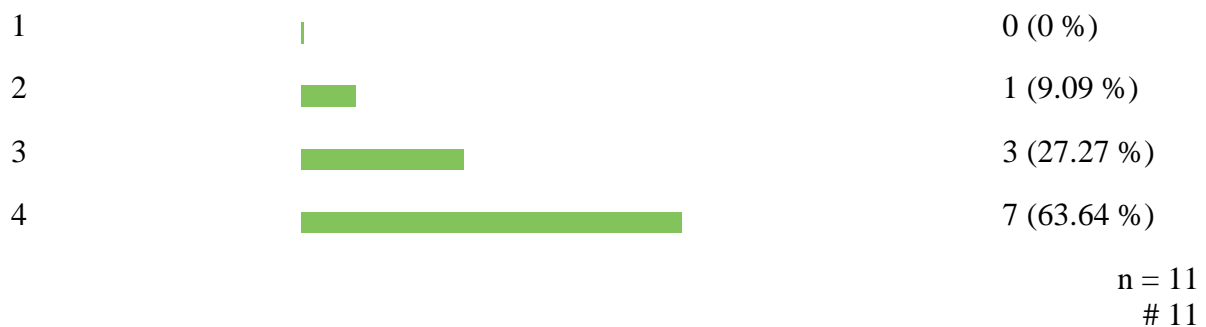
Which alternative describes best your opinion concerning the following atti...
2.8. It is good to have International Food at Amica (Totally disagree - Totally agree)



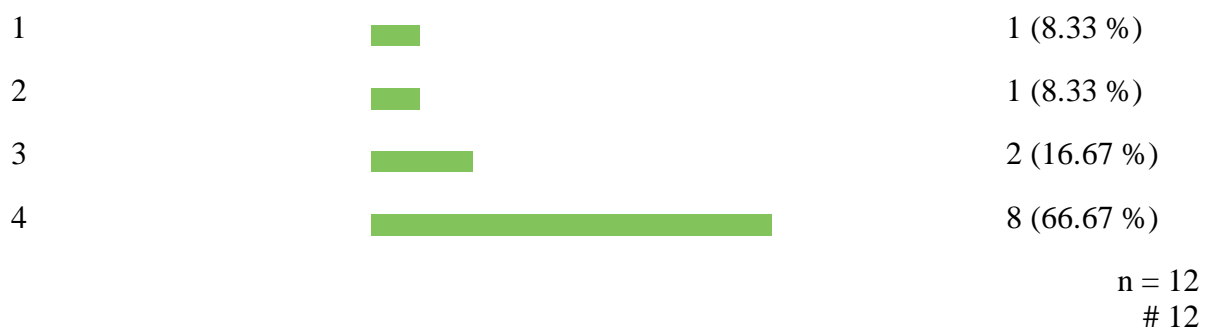
Which alternative describes best your opinion concerning the following atti...
2.9. More small souvenirs are expected to be turned up on each country's stands. (Totally disagree - Totally agree)



Which alternative describes best your opinion concerning the following atti...
2.10. The advertisement tools for the Week should be extended through not only Facebook, Insider magazine, emails, etc but also leaflets and word-of-mouth and through teachers in the beginning of the lessons. (Totally disagree - Totally agree)



Which alternative describes best your opinion concerning the following atti...
2.11. Advertisings for the Week should be in both English and Finnish. (Totally disagree - Totally agree)







Which alternative describes best your opinion concerning the following atti...
2.12. Local area should be invited to at least the Food Tasting event for promoting the university's international environment. (Totally disagree - Totally agree)






2		2 (18.18 %)
3		2 (18.18 %)
4		7 (63.64 %)
		n = 11
		# 11

Which alternative describes best your opinion concerning the following atti...
2.13. The country quiz on Tuesday (27 September 2011) should specify its detail time on the Weekø's schedule and need more advertisements. (Totally disagree - Totally agree)



1		2 (18.18 %)
2		2 (18.18 %)
3		3 (27.27 %)
4		4 (36.36 %)
		n = 11
		# 11

Which alternative describes best your opinion concerning the following atti...
2.14. The normal teaching hours should be cancelled during the visiting lectures. (Totally disagree - Totally agree)

1		2 (16.67 %)
2		7 (58.33 %)
3		3 (25 %)
4		0 (0 %)
		n = 12
		# 12

Which alternative describes best your opinion concerning the following atti...
2.15. Topics offered by guest lecturers were well compatible with course topics. (Totally disagree - Totally agree)

1		2 (18.18 %)
2		2 (18.18 %)

3		7 (63.64 %)
4		0 (0 %)
		n = 11 # 11

Which alternative describes best your opinion concerning the following atti...
2.16. A large blank panel should be put on the walls to let people draw their own culture's model. (Totally disagree - Totally agree)

1		1 (11.11 %)
2		3 (33.33 %)
3		5 (55.56 %)
4		0 (0 %)
		n = 9 # 9

Which alternative describes best your opinion concerning the following atti...
2.17. Verla museum visit on Tuesday (27 September 2011) was great and unforgettable. (Totally disagree - Totally agree)

1		0 (0 %)
2		3 (27.27 %)
3		5 (45.45 %)
4		3 (27.27 %)
		n = 11 # 11

Which alternative describes best your opinion concerning the following atti...
2.18. Kouvola sightseeing on Tuesday (27 September 2011) was great and unforgettable. (Totally disagree - Totally agree)

1		0 (0 %)
2		4 (44.44 %)
3		5 (55.56 %)
4		0 (0 %)

n = 9
9

Which alternative describes best your opinion concerning the following atti...
2.19. Outdoor Games activity on Wednesday (28 September 2011) was enjoyable and memorable. (Totally disagree - Totally agree)



n = 8
8

Which alternative describes best your opinion concerning the following atti...
2.20. Campus walking tour on Wednesday (28 September 2011) was enjoyable and memorable. (Totally disagree - Totally agree)



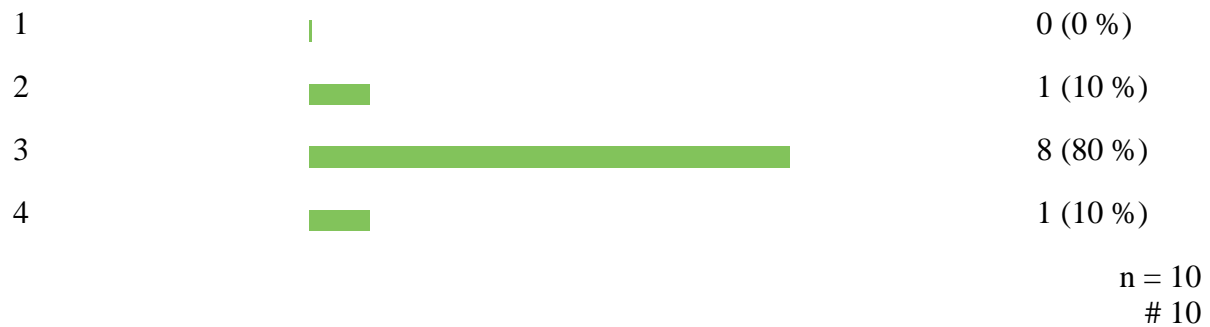
n = 8
8

Which alternative describes best your opinion concerning the following atti...
2.21. Latupirtti International Evening in Valkela on Thursday (29 September 2011) was great and unforgettable. (Totally disagree - Totally agree)

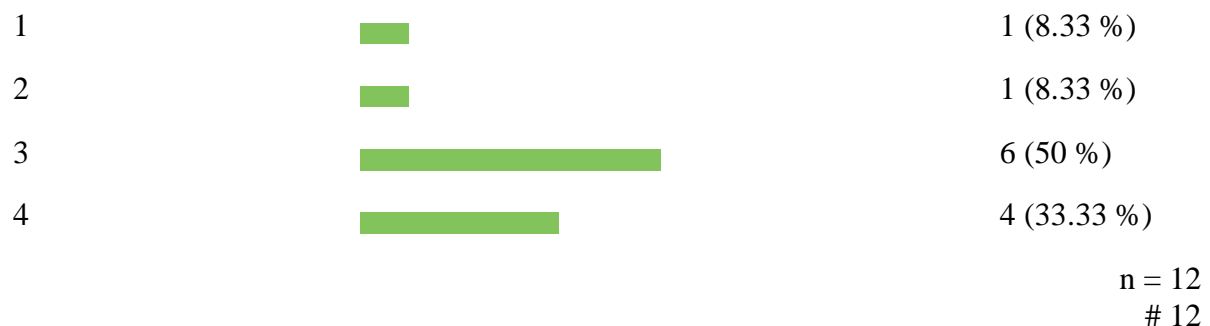


n = 9

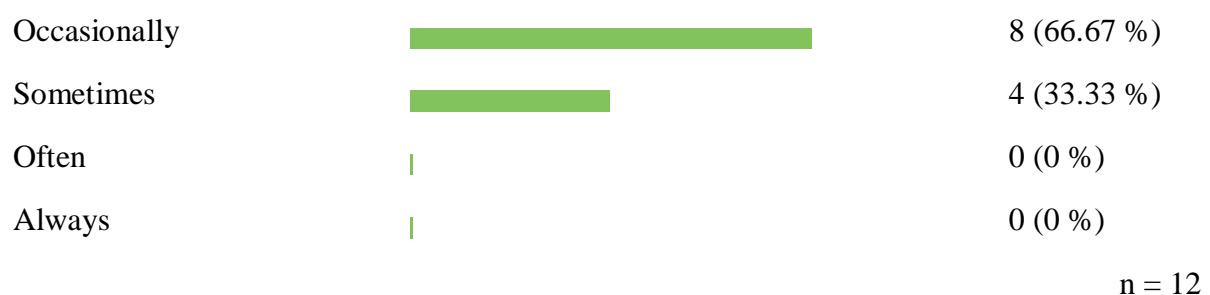
Which alternative describes best your opinion concerning the following atti...
2.22. Flamenco Dancing Workshop on Tuesday (27 September 2011) and Friday (30 September 2011) was awesome and memorable. (Totally disagree - Totally agree)




Which alternative describes best your opinion concerning the following atti...
2.23. I cooperated and had a great chance to explore thoroughly different culture during the Week. (Totally disagree - Totally agree)



I looked at the Power point presentations from different countries:






It is good to have music from different nations during the Week at

Second floor of Business Campus		4 (33.33 %)
Kasarminmäki Restaurant		2 (16.67 %)
Paja		3 (25 %)
Kasarminmäki reception		3 (25 %)



n = 12
12

How many provided events (lectures, sport events, food tasting, etc.) you d...

0-3		9 (75 %)
4-6		2 (16.67 %)
7 or more		1 (8.33 %)

n = 12
12



In my opinion International Week isí (Pick as many as you wish!)

Functional concept and should be organized again.		8 (66.67 %)
Nice idea but needs to be formatted into more appealing form for students.		8 (66.67 %)

I was too intimidated to contribute because lack of my English skills.	0 (0 %)
I did not contribute because I don't actually care.	0 (0 %)
I thought that lectures were good but plays and games childish	1 (8.33 %)
I liked play and games but lectures were boring.	0 (0 %)
I would have participated but I got the schedule too late.	3 (25 %)
I don't see why it would be beneficial for me to participate	0 (0 %)

n = 12
20

Overall, did the whole Week create a good impression and unforgettable memo...

Yes		10 (83.33 %)
No		2 (16.67 %)



n = 12 # 12

Would you recommend this event to your friends and other colleagues?




Yes		11 (91.67 %)
No		1 (8.33 %)

n = 12
12


Gender

Female		8 (66.67 %)
Male		4 (33.33 %)
		n = 12 # 12







Education

Bachelor's degree		2 (16.67 %)
Master's degree		10 (83.33 %)
Doctor's degree		0 (0 %)
		n = 12 # 12

Marital status

Single		0 (0 %)
In a relationship		4 (36.36 %)
Married		7 (63.64 %)
Divorced/Separated/Widowed		0 (0 %)
		n = 11 # 11

Where do you originally come from?

Finland		9 (75 %)
Nordic countries		1 (8.33 %)
Russia		0 (0 %)
Baltic countries		0 (0 %)
Africa		0 (0 %)
Rest of Europe		2 (16.67 %)

America	<div></div>	0 (0 %)
Australia	<div></div>	0 (0 %)
		n = 12 # 12

Are you currently:

Full-time employed	<div></div>	11 (91.67 %)
Part-time employed	<div></div>	1 (8.33 %)
		n = 12 # 12

Appendix 3

	Decorations 1 st , 2nd and 3 rd	Decorations 1st, 2nd and 3rd	Decorations 1st, 2nd and 3 rd	Decorations 1st, 2nd and 3rd	
	Monday 26th Sept	Tuesday 27th Sept	Wed 28th Sept	Thu 29th Sept	Fri 30th Sept
Morning	Welcome				
	Slides from everywhere	Slides from everywhere	Slides from everywhere	Slides from everywhere	Slides from everywhere
	Stands 2nd floor	Stands 2nd floor	Stands 2nd floor	Stands 2nd floor	Stands 2nd floor
	Guest lectures 9.15-10.45 [REDACTED] Intercultural communication: a cultural approach to Spanish communication [REDACTED]	Guest lectures	Guest lectures 8.15-10 [REDACTED] Political elections in Russia [REDACTED] 9.15-10.45 Vologda: Effective strategies in place marketing in Vologda region [REDACTED]	Guest lectures	Guest lectures 8.15-10.45 [REDACTED] History of St Petersburg [REDACTED] 8.15-10 [REDACTED] Effective strategies in place marketing in Vologda region [REDACTED]
Amica Lunch	Bangladesh, Estonia Loudspeaker: typical music	Nigeria Loudspeaker: typical music	Vietnam Loudspeaker: typical music	Russia Loudspeaker: typical music	China Loudspeaker: typical music
Afternoon	Guest lecturers	Guest lecturers	Guest lecturers	Guest lecturers	Guest lecturers
	12.30-14.15 [REDACTED] Modern Business Development in [REDACTED]	11.00-12.30 [REDACTED] Hot to speak in public, tips and techniques/[REDACTED]	11.45-13.15 [REDACTED] [REDACTED] Russian Negotiation Style [REDACTED]	11.45-13.15 [REDACTED] [REDACTED] HRM	
	13.30-15/[REDACTED] [REDACTED] Non-standard marketing communication [REDACTED]	11.45-13.30/14.15 [REDACTED] [REDACTED] Modern Business Development in Russia [REDACTED]	13.15 Research cooperation meeting, [REDACTED]	11.45-13.15 [REDACTED] History of St Petersburg [REDACTED]	
	14.30-16.30 [REDACTED] Spanish folklore workshop in Spanish	12.30-14.15 [REDACTED] Non-standard marketing communication [REDACTED] 13.30-15.15 [REDACTED] About Spanish culture [REDACTED]		12.30-14.15 [REDACTED] Political Elections in Russia [REDACTED] 12.30-14.30 [REDACTED]: Spanish folklore workshop in English/?	
	14.00 Inside sightseeing	Country Quiz 5min/Gifts 14.00 Campus sightseeing	14.00 Kouvola Sightseeing	Teacher cooperation meetings	
Evening	17.15 Welcome – Tasting	16.00 Outside Games		17.15 International Evening Party, Latupirtti, sponsored by Kouvola Latu	

Appendix 4

Lectures on Baltic Breeze-week

KyUas Teacher/Class (Time)		Course/Room	Visiting teacher		
	Monday 19.3.	Tuesday 20.3.	Wednesday 21.3.		Thursday 22.3.
8:15-9:00					<div></div> <div>(8:15-10:00)</div> <div>Marketing Intelligence/244</div>
9:15-10:00					<div></div> <div></div>
10:00-10:45			<div></div> <div>(10:00-11:45)</div> <div>Goodwill Letters/250</div>		<div></div> <div>(10:00-11:45)</div> <div>Goodwill Letters/250</div>
11:00-11:45			<div></div>		<div></div>
11:45-12:30					
12:30-13:15		<div></div> <div>(12:30-14:15)</div> <div>Global Enterpneurship/357</div>	<div></div> <div>KK11 (12:30-14:15)</div> <div>Meeting- and negotiation skills/355</div>	<div></div> <div>LT11S34(12.30-14.00)</div> <div>Financial Mathmatics/142</div>	
13:30-14:15		<div></div>	<div></div>	<div></div>	



Baltic Breeze 2012 Teachers' workshop

Teachers' workshop is organized on Wednesday 21st March 2012 in classroom 238. Workshop starts 12:30 and is hosted by Senior Lecturer [REDACTED].

Topic is: "What are language requirements in student exchange between Finland and Russia and how adequate level of language skills can be ensured?"

Teachers are also welcome to participate on students' workshop which takes place 10:00-11:45 in classroom 141. Students' workshop is hosted by Lecturer [REDACTED] and topic is "Blogging in marketing education and blogging as future perspective in education".

Timetable of workshop:

10:00-11:45	Students' workshop
11:45-12:30	Gathering together with lecturer and lunch
12:30-13:45	Teachers' workshop
13:45-14:15	Tour to Russian art exhibition in KyUas library